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ABSTRACT

As part of a series of studies on the concerns and aspirations of American teachers, this report illustrates the concerns of teachers, students, and law enforcement officers about the increasing violence and fears of violence in U.S. schools. The survey is based on interviews with a nationally representative sample of 1,000 teachers from grades 3 through 12, 1,180 students from the same grades, and 100 police department officials. Teachers generally felt safe in the schools, but only 50% of students felt very safe, and 22% were somewhat worried or very worried about being hurt at school. Law enforcement officials were more likely than teachers or students to feel that school violence has increased. All three target groups thought that violence was most likely outside the school building. Most teachers (61%) and law enforcement officials (60%) thought that certain types of students, especially low-income and minority students, were more likely to become victims of violence. Eleven percent of teachers said that they had been victims of violence in school, and 23% of students reported being victims of violence in or around school. However, only 14% of teachers and 26% of students thought that school efforts to control violence have been less than adequate. Appendix A describes survey methodology, and Appendix B contains the surveys. (Contains 101 tables and 6 appendix tables.) (SLD)

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ED 397 190

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1993

Violence In America's Public Schools

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Surveys in this Series

This report is part of a series of surveys that explores teachers' opinions and brings them to the attention of the American public and policymakers.

- *The Metropolitan Life Survey of the American Teacher, 1984* analyzes attitudes of elementary and secondary school teachers toward both public education in the United States and educational reform.
- *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession* examines teachers' own agenda for educational reform.
- *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession* explores the current structure of the teaching profession and ways to restructure it.
- *The Metropolitan Life Survey of Former Teachers in America, 1986* reflects the views of those who left the teaching profession for other occupations.
- *The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School* includes the views of parents of America's schoolchildren and reveals how parents and teachers are united in their commitment to educating America's youth.
- *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students* includes the views of students in grades 4-12, and also focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession.
- *The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s* looks back at the changes in education through the 1980s and looks ahead to the changes teachers say would improve education.
- *The Metropolitan Life Survey of the American Teacher 1990, New Teachers: Expectations and Ideals –Part I Entering the Classroom* examines the views of first-time teachers entering the classroom in the fall of 1990.
- *The Metropolitan Life Survey of the American Teacher, 1991, The First Year: New Teachers Expectations and Ideals* returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom.
- *The Metropolitan Life Survey of the American Teacher 1992, The Second Year: New Teachers' Expectations and Ideals* revisits the new teachers after completing two years of teaching in America's classrooms.
- *The Metropolitan Life Survey of the American Teacher 1993, Teachers Respond to President Clinton's Education Proposals* provides valuable insight into what teachers believe needs to be done to make our schools safe and productive places for learning.

Mini-Surveys – Teachers' Views on Current Issues in Education

- *The Metropolitan Life Survey of the American Teacher, 1991, Coming to Terms* probes emerging problems related to tightened school budgets.
- *The Metropolitan Life Survey of the American Teacher, 1992, Ready or Not: Grade Level Preparedness* examines teachers' perspectives on an issue that is key to the new national education goals.

The series also includes several reports on individual states – two surveys of California teachers and one of New York teachers – whose questions parallel the 1984 and 1985 nationwide studies.

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1993

Violence In America's Public Schools

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

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Robert Leitman, *Executive Vice President*
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Fieldwork: September 22 – October 5, 1993

FOREWORD FROM METLIFE

In 1984 we first asked Louis Harris and Associates to elicit from American teachers their concerns and aspirations as educators. For nine years this survey organization has done so, and each time their work sheds light on a critical facet of American public education. These reports have highlighted such topics as the relationships between teachers and students; developments in the teaching profession; links between home and school; the views of former teachers; the distinctive circumstances of minority teachers; and the state of schools and the social environment in which they function.

This new study, Violence in America's Public Schools, illustrates the concerns of teachers, students and law enforcement officers across the country, about the increasing violence and fears of violence in their schools. The school building is no longer perceived as a safe haven. In order to reclaim our schools, we must find ways to turn the violence around and to assist the teachers who, despite the obstacles, are committed to educating America's youth. We must also encourage our youth to work with law enforcement to help change the school environment, so that they no longer have to fear walking through a school's hallway or locker room. And finally, parents must join with teachers as partners and expose children to role models who are supportive and who care about their future.

We are pleased to be associated with Louis Harris and Associates. As expected, they have produced a valuable and important study. As with each previous survey, we can only hope that this year's report will serve to support the movement to improve America's schools.

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THE AMERICAN TEACHER

INTRODUCTION

This is the latest in a series of surveys sponsored by MetLife that focuses on the opinions and experiences of the American teacher. It represents a sustained program of research designed to bring teachers' opinions to the attention of the education community and the American public.

The focus of this year's survey is violence in public schools. We have interviewed teachers and students, asking them about types of violent incidents that may occur in or around their schools, about the factors that contribute to violence in their schools, and about how violence or the threat of violence affects them individually. This survey also includes a sample of law enforcement officials, who were asked about their opinions and experiences with violence in the local public schools.

Survey Method

This survey is based on interviews with a nationally representative sample of 1000 third to twelfth grade teachers, 1180 third to twelfth grade students, and 100 police department officials. All interviewing was done from September 22, 1993 to October 5, 1993. Every school teacher from grades 3 through 12, and every school covering grades 3 through 12 had an equal chance of being drawn into the sample. The law enforcement officials represent urban, suburban and rural police departments in proportion to U.S. households within each of those areas. A detailed survey methodology is provided in Appendix A. The survey questionnaires showing the marginal frequencies for all questions appear in Appendix B.

Notes on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or elimination of "no answers" from particular tables. Students questions have slightly different numbers for total responses, this is caused by instances where students left a particular question blank. Questions that appear on common tables may have some items that were not appropriate for all three sample groups. In these cases, items are marked N/A (not asked). Question numbers on common tables refer to the teachers questionnaire.

Public Release of Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of conduct of the Council of American Survey Research Organizations (CASRO) and the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available rather than simply an excerpt from the survey findings.

Project Responsibility

The directors of this project at Louis Harris and Associates were Robert Leitman, Executive Vice President and Katherine Binns, Vice President. Louis Harris and Associates gratefully acknowledges the contributions of our colleagues at MetLife to this project. However, responsibility for the survey questions, the findings and their interpretation rests solely with Louis Harris and Associates.

EXECUTIVE SUMMARY

This is the latest in a series of surveys sponsored by MetLife that focuses on the opinions and experiences of the American teacher. This report examines issues related to violence in public schools, based on the perceptions and experiences of teachers, students and law enforcement officials. While the large majority of students and teachers feel safe and have not personally been involved in a violent incident in and around their schools, teacher and student experiences and perceptions frequently differ, with students seeing and fearing violence more than do teachers. Law enforcement officials express the highest levels of concern about violence in their local public schools. Overall, teacher and student experiences with issues related to safety and violence in schools show strong associations with such factors related to their school environment as the quality of education a school provides, a school's ability to help students succeed academically, the level of parental involvement in school life, and the percentage of low income or minority students in a school.

The Major Findings of the Survey

1. *The majority of public school teachers feel very safe (77%) when they are in or around school.*

   - However, only 44% of teachers who feel their school provides a fair or poor education, and 61% of teachers with all or many minority students feel very safe in their schools. Virtually all teachers feel at least somewhat safe and very few teachers feel unsafe in school.

2. *Students generally feel less safe than teachers. Only 50% of students feel very safe, while 40% feel only somewhat safe.*

   - A sizable number of public school students worry to some degree about being physically attacked in or around school. Nearly half (48%) are not at all worried, while 22% are somewhat worried or very worried about being hurt by someone else when they are in or around school.

3. *Among teachers and students overall, there are only small pluralities who feel violence has increased in the past year. However, among some groups the perception of increased violence is more pronounced.*

   - Forty-three percent of teachers who feel that their school provides an only fair or poor education, believe that violence has increased, while only 5% think it has decreased.

   - *Law enforcement officials, especially in urban areas, are more likely to feel that violence in their local public schools has increased. Overall, 44% feel that it has increased and only 8% feel that violence has decreased in the past year.*

4. *A substantial proportion of students say they witness violent incidents, in or around school, very often (6%) or sometimes (31%). Fewer than three in five say they see it rarely (44%) or never (only 15%).*

5. *Teachers, students and law enforcement officials more frequently name incidents of lesser violence such as pushing, shoving, grabbing or slapping, verbal insults, and stealing as major problems in their schools than name the threat or use of weapons and other more severe violence. Higher proportions of teachers, students and police department officials in urban areas believe that incidents of all kinds are a major problem, compared to their counterparts in suburban and rural schools.*

   - Teachers are more likely to view all types of violence as major problems in their schools if they also believe their schools provide an only fair or poor education or, if many or all of the students are minority or low income students.
   - *In general, students are more likely than teachers to think of violence and the threat of violence as major problems.* For example, one in five students feels that threats and the use of weapons are major problems in their schools.
   - *Among law enforcement officials, the concern is even higher.* 28% of law enforcement officials feel that threats with weapons are a major problem in local public schools and 25% feel that the use of weapons is a major problem — fully 41% of urban law enforcement officials believe the use of weapons such as knives or guns is a major problem.

6. *Teachers, students and law enforcement officials agree that most incidents of violence occur outside the school building. A plurality of teachers and law enforcement officials believe most violence occurs in the school neighborhood, while many students say most violence occurs on the school grounds or equally in school, on grounds, and in the school neighborhood.*

   - Fifty-four percent of teachers with many or all minority students and 50% of teachers with many or all low income students believe that violence occurs primarily in the surrounding neighborhood.
   - Students feel that a significant proportion of incidents occur in hidden areas such as boys and girls bathrooms and locker rooms, where teachers are less likely to see incidents first hand. For example, 27% of students cite locker rooms as a place where incidents occur most frequently. In comparison, only 2% of teachers mention locker rooms.

7. *The majority of teachers and law enforcement officials believe that major factors contributing to violence in public schools include: lack of supervision at home, lack of family involvement in the schools, and exposure to violence in the mass media. Students see a wider variety of sources, many related to their peer relations.*

   - Teachers with high proportions of minority and low income students, and those who believe their schools provide a lesser quality education feel that all factors related to violence are more acute. Fully 95% of these teachers

think that a lack of parental supervision is a major factor contributing to violence in their school; compared to 71% of all teachers.

- More than half (54%) of teachers with all or many minority students feel that gang or group membership is a major factor contributing to violence in their school; compared to one in three teachers nationwide.

- The majority of law enforcement officials (59%), and a significant proportion of secondary school students (34%) also believe that gang or group membership or peer group pressure is a major contributing factor.

8. *A significant proportion of students (22%) say that their parents spend hardly any or no time at all discussing school life and homework with them. Similarly three in ten students say their parents do not take part in school activities.*

   - The association between parental involvement in school life and students' achievement level in schools reported by teachers in other MetLife surveys appears to be supported by information provided by students. Among students with generally poor grades, fully half feel that their parents spend hardly any or no time at all talking to them about school work and an equal proportion report that their parents do not take part in school activities.

9. *Public school students spend a great deal of time, on regular school days, watching television. One quarter of them watch at least four hours of television on a regular school day; among students with generally poor grades this figure climbs to one in three students.*

   - Students watch a broad variety of television programs when they are at home. However, there are differences among students. While 30% of students with good or fair grades say they watch educational programs, only 15% of students with poor grades do so.

   - Very few students believe that they live in high crime neighborhoods; 74% of them believe they live in areas with hardly any or no crime at all and only 5% say their neighborhood has a lot of crime. However, three in ten teachers (34%) believe that at least one quarter of the students in their school experience violence on a regular basis, either at home or in their neighborhood.

10. *The majority of teachers (61%) and law enforcement officials (60%) believe that certain types of students are more likely to be victims of violent incidents. They most often mention students who are minorities within the school population or from low income families.*

    - Most teachers and law enforcement officials do not believe that certain types of teachers are likely to be victims of violence. However, half the teachers who think their schools provide an only fair or poor education do feel that certain types of teachers are at greater risk of being victims, including women and teachers of racial or ethnic groups that are minorities in the school population.

11. *Teachers and students alike believe that when students encounter violent incidents they are unlikely to try and stop the incident.*

- Less than 10% of secondary school students believe that their peers generally intervene when violence occurs.
- Teachers think that students are just as likely to encourage an incident as they are to interfere, and half believe they will generally watch without doing anything.

12. *The vast majority of teachers (97%) feel that their colleagues intervene when they encounter violent incidents.*

- In contrast, a minority of students and law enforcement officials feel this way. Only 44% of students and 28% of law enforcement officials believe that teachers report all incidents of violence that occur in school.

13. *Most secondary school students do not know how many of their peers carry weapons to school on a regular basis, though few believe that it is more than ten percent. A majority of teachers think that zero to 10 percent of students carry weapons to school.*

- A majority of law enforcement officials (68%) think a small minority of students carry weapons such as handguns or knives to school. This is consistent among officials from urban, suburban and rural police departments.
- Less than ten percent of teachers and students believe any students carry guns to school, in contrast, one-third of teachers who believe their schools provide lesser quality education (only fair or poor) believe that students tend to carry guns to school.

14. *Among students, teachers and law enforcement officials, most believe that when students do carry weapons to school it is most likely that they will carry knives.*

- In comparison to teachers and students, a larger proportion of law enforcement officials think that students who carry weapons carry guns. Less than ten percent of teachers and students believe any students carry guns to school.

15. *Contrary to students' beliefs regarding their peers, a sizable portion of students (13%) say they have carried a weapon to school at one time.*

- This is consistent among urban, suburban and rural students. More than one-third (36%) of students who generally get poor grades (C's, D's, or F's) claim they have carried a weapon to school.
- Twenty-two percent of boys and young men, compared to 4% of girls and young women, claim to have carried a weapon to school at some time.

16. *Overall, teachers, students, and law enforcement officials believe that students carry weapons for four main reasons: protection to and from school, to impress their friends, for self esteem or for protection in school.*

- Law enforcement officials are more likely to believe self-defense is a reason to carry weapons than are teachers or students. Students place more emphasis on impressing others and feeling important as motivations.
- The vast majority of public school teachers (98%) have never carried a weapon. Those teachers who have taken some form of precaution most frequently carry mace (44%).

17. *More than one-tenth (11%) of America's public school teachers say they have been victims of acts of violence that occurred in or around school. Virtually all of those incidents (95%) involved students.*
    - One-third of teachers who feel their school provides an only fair or poor education, and 16% of teachers in schools with all or many minority students have been victims of crimes in or around their school.
18. *Nearly one-fourth (23%) of America's public school students say they have been the victim of an act of violence in or around school.*
    - Thirty-nine percent of students with generally poor grades (mostly C's, D's or F's) have been victims of violence in or around school.
    - Boys and young men are twice as likely (30%) as girls and young women (16%) to have been victims of violent acts that occurred in or around school.
    - While virtually all violent acts wherein teachers were victims (97%) were reported to the police, only half of the incidents involving students are reported.
19. *The types of violence students say they have experienced or taken part in closely mirror the types of violence that teachers and students think of as major problems in their schools.*
    - The most common aggressive acts are pushing, shoving, grabbing and slapping, verbal insults and threats to their peers.
    - Five percent of secondary school students say they have threatened someone, in or around school, with a knife or gun.
    - Ten percent of students who receive generally poor grades have threatened someone in or around school with a knife or gun and 21% have threatened a teacher.
20. *One-third of teachers feel that because of violence or the threat of violence their peers and the students in their school are less eager to go to school.*
    - Approximately one-third of all teachers believe that their colleagues are less likely to discipline students and half of all teachers believe that students are less likely to pay attention to learning in the classroom.
    - One in every four students, regardless of their school level or achievement, feels that violence has lessened the quality of education in their school.

21. *Teachers and secondary school students are in general agreement that their schools have made adequate or more than adequate efforts to address issues of violence. However, there is still a sizable portion of the school population that is not satisfied — 14% of teachers and 26% of students feel that efforts in their school have been less than adequate.*

- Forty-two percent of teachers who feel their school provides an only fair or poor education think that efforts to address these issues are less than adequate.
- Law enforcement officials are split on this point: 45% feel that efforts have been adequate while 41% believe they have been less than adequate.
- Students are less satisfied than are teachers or law enforcement officials with the adequacy of this security coverage. Equal proportions of students who attend schools with security personnel feel this measure is adequate (40%) or not (37%). Teachers on the other hand are generally satisfied: 77% believe that security coverage is adequate.

CHAPTER 1: DEFINING THE PROBLEM

Quality Of Education

One factor which prior surveys in the MetLife series have shown to be associated with teachers' perceptions of the prevalence of many other educational problems is the quality of education in the school. As with other problems, teachers' experiences with violence in their schools are associated with their perceptions of the quality of education. While the overwhelming proportion of public school teachers believe the quality of education in their school is excellent (49%) or pretty good (44%), their perceptions differ in schools with different mixes of students. Teachers in schools with very low proportions of lower-income students hold the most positive views of the education in their schools — 68% say it is excellent. At the other extreme, only 38% of teachers in schools with all or many lower-income students and 34% in schools with all or many minority students say the quality of education in their schools is excellent.

Throughout this report, these three are shown to have separate yet strong associations with the issues related to violence in schools studied. In most cases, the strongest association is with the quality of education in the school.

Table 1-1

QUALITY OF EDUCATION

QUESTION: *Thinking about the public school in which you teach, how would you rate the quality of education in your school — excellent, pretty good, only fair or poor?*

		TEACHERS					
		MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE						
Excellent	49	34	56	57	35	55	68
Pretty Good	44	52	42	40	54	42	29
Only Fair	5	12	3	2	9	3	3
Poor	1	2	–	*	2	*	1
Positive	94	86	97	98	89	97	96
Negative	6	14	3	2	11	3	4
BASE	1000	316	273	410	398	416	175

*Less than 0.5%

Feeling Safe in School

The majority of public school teachers feel very safe (77%) when they are in or around school. However, not all teachers feel equally safe — 53% of teachers who feel their school provides an only fair or poor education, and 36% of teachers with all or many minority students only feel somewhat safe in their schools. Overall, very few teachers feel unsafe in school.

Students generally feel less safe than teachers. Only 50% of students feel very safe, while 40% feel only somewhat safe. Among students with lower grades, 6% say they do not feel at all safe at school. Fewer teachers and students in urban schools and fewer secondary school students (44%) feel very safe in or around their schools.

A sizable number of public school students worry to some degree about being physically attacked in or around school. Nearly half (48%) are not at all worried, while 22% are somewhat worried or very worried about being hurt by someone else when they are in or around school. Students from neighborhoods with a lot or some crime are more likely to worry; 30% are somewhat or very worried and only one-third are not worried at all about being hurt in school.

Table 1-2

FEELING SAFE IN SCHOOL

QUESTION: *How safe do you feel when you are at school — do you feel very safe, somewhat safe, not very safe, or not at all safe?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Very Safe	77	88	69	44	61	76	90	68	80	89
Somewhat Safe	22	11	29	53	36	22	10	30	18	11
Not Very Safe	1	1	1	2	3	1	–	2	1	–
Not At All Safe	*	*	–	2	*	*	–	*	–	–
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 1-3

FEELING SAFE IN SCHOOL

QUESTION: *How safe do you feel when you are at school — do you feel very safe, somewhat safe, not very safe, or not at all safe?*

			TEACHER LOCATION		STUDENT LOCATION	
	TOTAL TEACHERS	TOTAL STUDENTS	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE					
Very Safe	77	50	64	45	45	53
Somewhat Safe	22	40	35	44	44	37
Not Very Safe	1	4	2	6	6	3
Not At All Safe	*	3	–	4	4	3
Not Sure	*	3	–	1	1	4
BASE	1000	1232	270	730	436	796

Table 1-4

FEELING SAFE IN SCHOOL

QUESTION: *How safe do you feel when you are at school — do you feel very safe, somewhat safe, not very safe, or not at all safe?*

	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
	PERCENTAGE			
Very Safe	80	75	59	44
Somewhat Safe	18	24	26	50
Not Very Safe	1	1	5	4
Not At All Safe	*	*	5	1
Not Sure	*	–	5	1
BASE	336	664	508	724

*Less than 0.5%

Table 1-5

FEELING SAFE IN SCHOOL

QUESTION: *How safe do you feel when you are at school — do you feel very safe, somewhat safe, not very safe, or not at all safe?*

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Very Safe	50	52	34
Somewhat Safe	40	40	48
Not Very Safe	4	4	11
Not At All Safe	3	2	6
Not Sure	3	2	1
BASE	1232	1084	51

Table 1-6

STUDENTS' WORRIES ABOUT PHYSICAL ATTACKS

QUESTION: *How worried are you about being physically attacked (hurt by someone else) in or around your school? Are you very worried, somewhat worried, not very worried, or not worried at all?*

	TOTAL STUDENTS	CRIME IN STUDENTS NEIGHBORHOOD: A LOT OR SOME	CRIME IN STUDENTS NEIGHBORHOOD: HARDLY ANY OR NONE
	PERCENTAGE		
Very Worried	9	15	6
Somewhat Worried	13	15	12
Not Very Worried	29	31	28
Not Very Worried At All	48	36	52
Not Sure	3	2	2
BASE	1232	234	924

Levels of Violence

Slightly more teachers (19%) and students (15%) feel that violence has increased in the past year than believe it has decreased — only 11% of teachers feel that it has decreased. Fully 70% of teachers and 45% of students feel that in the past year the level of violence in their schools has remained the same. However, among some groups the perception of increased violence is more pronounced. Forty-three percent of teachers who feel that their school provides an only fair or poor education believe that violence has increased, while only 5% think it has decreased. The perception of increased violence is also higher among teachers in schools with high proportions of low-income and minority students and among teachers and students in secondary schools.

Law enforcement officials, especially those in urban areas, are more likely to feel that violence in their local public schools has increased. Overall, 44% feel that it has increased and only 8% feel that violence has decreased in the past year. Among urban police department officials, 59% feel that violence escalated in the past year and only 3% have seen a decrease.

Table 1-7

CHANGE IN THE LEVEL OF VIOLENCE

QUESTION: *In the past year, has the level of violence at your school increased, decreased, or stayed about the same?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Increased	19	12	22	43	25	20	13	24	17	12
Decreased	11	11	11	5	13	9	10	12	10	8
Stayed About the Same	70	75	66	52	62	69	77	64	73	78
Not Sure	1	1	1	–	1	1	*	*	1	2
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 1-8

CHANGE IN THE LEVEL OF VIOLENCE

QUESTION: *In the past year, has the level of violence at your school increased, decreased, or stayed about the same?*

				TEACHER LOCATION		STUDENT LOCATION		ENFORCEMENT LOCATION	
	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE								
Increased	19	15	44	22	18	16	14	59	36
Decreased	11	13	8	12	10	14	12	3	11
Stayed About the Same	70	45	48	66	71	47	43	38	53
Not Sure	1	27	–	1	1	23	30	–	–
BASE	1000	1229	100	270	730	434	795	34	66

Table 1-9

CHANGE IN THE LEVEL OF VIOLENCE

QUESTION: *In the past year, has the level of violence at your school increased, decreased, or stayed about the same?*

	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
	PERCENTAGE			
Increased	14	21	11	18
Decreased	8	12	16	11
Stayed About the Same	77	66	37	51
Not Sure	1	*	36	21
BASE	336	664	508	721

*Less than 0.5%

A substantial proportion of students witness violent incidents, in or around their school, on a fairly regular basis. Three in ten say they witness violence sometimes and 6% very often see violence in or around school. Fewer than three in five say they see violence rarely (44%) or never (15%) in and around their school.

Students also spend a significant amount of time discussing violence that takes place in their school; 20% say their peers very often talk about violence in school.

Table 1-10

STUDENTS SEEING VIOLENCE IN OR AROUND THE SCHOOL

QUESTION: *How often do you see violence in and around your school — very often, sometimes, rarely or never?*

	TOTAL STUDENTS
	PERCENTAGE
Very Often	6
Sometimes	31
Rarely	44
Never	15
Not sure	4
BASE	1227

Table 1-11

STUDENTS TALKING ABOUT VIOLENCE

QUESTION: *How often do students you know talk about violence in and around your school — very often, sometimes, rarely or never?*

	TOTAL STUDENTS
	PERCENTAGE
Very Often	20
Sometimes	35
Rarely	26
Never	13
Not sure	6
BASE	1229

Types of Violence that Occur in Schools

Teachers, students and law enforcement officials all feel that the most common incidents that occur in schools are pushing, shoving, grabbing or slapping, verbal insults, and stealing. Teachers, students and police department officials in urban areas believe that incidents of all kinds are a greater problem, compared to suburban and rural schools.

Only 4% of teachers and somewhat higher proportions of students and law enforcement officials believe that threats to teachers are a major problem. Very few teachers believe that threats (3%) or the use (2%) of weapons such as guns or knives are a major problem in their schools.

However, teachers are more likely to view all types of violence as problematic if they believe their school provides an only fair or poor education or, if many or all of the students are minorities or low income. Only 25% of teachers who feel their school provides an only fair or poor education feel that threats to teachers are not a problem; 13% believe they are major problem and 62% that it is a minor problem. Only 39% of teachers where the quality of education is fair or poor feel that threats with weapons are not a problem and 49% feel that the use of weapons is not a problem.

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In general, students are more likely than teachers to think violence and the threat of violence are major problems. For example, one in five students, in elementary or secondary school, feels that threats and the use of weapons are major problems in their school. Among law enforcement officials the concern is even higher; 28% feel that threats with such weapons are a major problem in local public schools and 25% feel that the use of such weapons is a major problem. The highest level of concern, by far, is among urban law enforcement officials; 41% believe the use of weapons such as knives or guns is a major problem.

Table 1-12

TYPES OF VIOLENCE THAT OCCUR IN SCHOOLS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

	MAJOR PROBLEM								
				TEACHER LOCATION		STUDENT LOCATION		ENFORCEMENT LOCATION	
	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE								
Verbal Insults	16	34	–	36	22	40	31	–	–
Threats to Students	12	23	42	22	9	28	21	59	33
Threats to Teachers	4	15	19	8	2	19	13	21	18
Pushing, Shoving, Grabbing or Slapping	28	33	–	39	24	39	29	–	–
Kicking, Biting or Hitting Someone with a Fist	13	27	40	20	10	31	26	53	33
Threatening Someone with a Knife or Gun	3	20	28	5	2	23	17	38	23
Using Knives or Firing Guns	2	19	25	4	2	24	16	41	17
Stealing	19	38	42	28	15	38	38	35	45
BASE	1000	1220	100	270	730	433	787	34	66

Table 1-13

TYPES OF VIOLENCE THAT OCCUR IN SCHOOLS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

	MAJOR PROBLEM			
	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL	
	ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
	PERCENTAGE			
Verbal Insults	18	30	22	43
Threats to Students	8	14	21	25
Threats to Teachers	2	5	16	15
Pushing, Shoving, Grabbing or Slapping	24	29	33	33
Kicking, Biting or Hitting Someone with a Fist	12	13	27	28
Threatening Someone with a Knife or Gun	1	3	19	20
Using Knives or Firing Guns	1	3	18	19
Stealing	10	23	32	42
BASE	336	664	499	721

Table 1-14

TYPES OF VIOLENCE THAT OCCUR IN SCHOOLS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

	TEACHERS		
	MAJOR PROBLEM	MINOR PROBLEM	NOT A PROBLEM
	PERCENTAGE		
Using Knives or Firing Guns	46	10	35
Threats to Students	43	27	14
Stealing	41	31	6
Kicking, Biting or Hitting Someone with a Fist	35	28	12
Threatening Someone with a Knife or Gun	31	14	30
Threats to Teachers	31	22	22
Pushing, Shoving, Grabbing or Slapping	28	27	8
Verbal Insults	14	27	19

Table 1-15

PUSHING, SHOVING, GRABBING OR SLAPPING

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Pushing, shoving, grabbing or slapping ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	28	17	35	64	40	24	20	38	23	17
Minor Problem	55	61	53	24	46	56	62	48	59	61
Not a Problem	17	23	12	12	13	20	18	13	18	22
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-16

VERBAL INSULTS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Verbal insults ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	28	17	35	64	40	24	20	38	23	17
Minor Problem	55	61	53	24	46	56	62	48	59	61
Not a Problem	17	23	12	12	13	20	18	13	18	22
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-17

STEALING

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Stealing ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	19	10	25	47	30	19	9	28	13	11
Minor Problem	67	70	66	48	62	67	71	61	72	69
Not a Problem	14	20	9	5	8	14	20	10	15	21
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-18

KICKING, BITING OR HITTING SOMEONE WITH A FIST

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Kicking, biting or hitting someone with a fist ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	13	5	16	46	23	10	5	20	9	5
Minor Problem	61	60	66	38	58	61	64	62	63	56
Not a Problem	26	35	18	16	19	28	31	18	29	39
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-19

THREATS TO STUDENTS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Threats to students ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	12	6	17	29	22	11	5	20	8	6
Minor Problem	59	54	64	65	59	60	59	59	62	53
Not a Problem	28	39	20	6	19	29	36	21	30	41
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-20

THREATS TO TEACHERS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Threats to teachers ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	4	2	5	13	8	4	1	6	3	2
Minor Problem	45	35	53	62	53	44	39	53	42	33
Not a Problem	51	62	42	25	39	53	60	41	55	64
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-21

THREATENING SOMEONE WITH A KNIFE OR A GUN

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Threatening someone with a knife or a gun ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	3	1	4	9	5	3	*	4	2	1
Minor Problem	28	20	33	52	42	27	18	37	24	19
Not a Problem	69	78	63	39	53	70	81	59	74	80
BASE	1000	494	445	61	316	273	410	398	416	175

Table 1-22

USING KNIVES OR FIRING GUNS

QUESTION: *Do you feel that in your school these types of violence are a major problem, minor problem or not a problem?*

... Using knives or firing guns ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Problem	2	1	3	9	4	2	1	3	1	2
Minor Problem	19	14	21	42	30	18	11	24	17	13
Not a Problem	79	85	76	49	66	80	88	72	81	86
BASE	1000	494	445	61	316	273	410	398	416	175

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Where Most Acts of Violence Occur

Teachers, students and law enforcement officials agree that most incidents of violence occur outside the school building. Many teachers and law enforcement officials in urban areas believe that violence occurs primarily in the surrounding neighborhood rather than on school grounds. Fifty-four percent of teachers with many or all minority students and 50% of teachers with many or all low income students believe this to be true.

Among students, a greater proportion believe that most violent incidents take place on the school grounds (27%) rather than in the school neighborhood (15%), with only 8% saying most acts of violence occur in the school building.

Table 1-23

WHERE MOST ACTS OF VIOLENCE OCCUR

QUESTION: *Where do MOST acts of violence in or around your school occur — in the school building, on the school grounds, or in the school neighborhood?*

				TEACHER LOCATION		STUDENT LOCATION		ENFORCEMENT LOCATION	
	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE								
In the School Building	17	8	4	14	18	10	7	–	6
On the School Grounds	32	27	40	29	33	28	26	35	42
In the School Neighborhood	43	15	51	50	40	11	16	59	47
All Are Equal	2	21	5	2	1	24	19	6	5
In None of These Areas	6	10	–	4	6	11	10	–	–
Not Sure	1	19	–	1	1	15	21	–	–
BASE	1000	1204	100	270	730	422	782	34	66

Table 1-24

Where Most Acts of Violence Occur

QUESTION: *Where do MOST acts of violence in or around your school occur — in the school building, on the school grounds, or in the school neighborhood?*

	TOTAL TEACHERS	TOTAL STUDENTS	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL	
			ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
	PERCENTAGE					
In the School Building	17	8	5	23	3	12
On the School Grounds	32	27	33	32	27	27
In the School Neighborhood	43	15	51	39	17	13
All Are Equal	2	21	*	2	15	25
In None of These Areas	6	10	9	4	14	8
Not Sure	1	19	1	1	24	15
BASE	1000	1204	336	664	492	712

*Less than 0.5%

Table 1-25

WHERE MOST ACTS OF VIOLENCE OCCUR

QUESTION: *Where do MOST acts of violence in or around your school occur — in the school building, on the school grounds, or in the school neighborhood?*

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
In the School Neighborhood	43	45	41	36	54	41	35	50	38	36
On the School Grounds	32	28	35	39	27	33	36	30	33	35
In the School Building	17	16	18	17	13	19	19	14	22	14
All Are Equal	2	1	2	7	3	1	1	2	1	2
In None of These Areas	6	9	3	–	3	6	7	3	5	13
Not Sure	1	1	1	2	*	1	2	1	1	–
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Where Violence Occurs in the School Building

Most teachers and students believe that when violence takes place in the school building it generally occurs in public areas; hallways and staircases are most frequently mentioned (64% of teachers and 55% of students). However, students also feel that a significant proportion of incidents occur in more hidden areas such as boy's and girl's bathrooms and locker rooms, where teachers are less likely to see incidents firsthand. For example, 27% of students cite locker rooms as a place where incidents occur most frequently. In comparison, only 2% of teachers mention locker rooms. Students also believe that incidents are more likely to take place in the classroom (24% of students vs. 12% of teachers) than do teachers.

While only a small proportion (12%) of teachers nationwide feel that incidents most often occur in the classroom, 23% of those who feel that their school provides an only fair or poor education believe that most incidents take place in the classroom.

OBSERVATION: *When asked about areas where acts of violence take place teachers' and law enforcement officials' responses were unaided; a list of choices was not read to these sample groups. Students, because of the self administered questionnaire, were presented with lists of possible locations. This may account for some of the differences in responses of the three sample groups.*

Table 1-26

VIOLENCE IN THE SCHOOL BUILDING

QUESTION: *When acts of violence happen in the school building where do most of them occur?*

	TOTAL TEACHERS	TOTAL STUDENTS	STUDENT GRADES	
			GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE			
Hallways or Staircases	64	55	57	70
Lunch Room or Cafeteria	16	32	33	31
Classrooms	12	24	23	37
Boys Bathrooms	9	24	23	42
Girls Bathrooms	6	16	17	18
The Gym	5	26	26	25
Locker Rooms	2	27	27	41
Library	–	7	7	3
Other	3	12	12	6
Violence Never Happens Inside	11	10	9	7
Not Sure	2	13	12	11
BASE	1000	1219	1073	51

Table 1-27

VIOLENCE IN THE SCHOOL BUILDING

QUESTION: *When acts of violence happen in the school building where do most of them occur?*

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Hallways or Staircases	64	58	70	69	60	65	67	64	68	54
Lunch Room or Cafeteria	16	16	16	13	15	20	14	15	15	17
Classrooms	12	10	12	23	17	9	10	14	10	11
Boys Bathrooms	9	9	9	13	10	9	9	10	10	6
Girls Bathrooms	6	6	7	10	8	7	5	8	6	4
The Gym	5	5	6	4	6	6	5	6	5	5
Locker Room	2	2	2	–	1	2	2	1	3	2
Library		–	–	–	–	–	–	–	–	–
Other	3	4	4	2	5	2	2	4	3	2
Violence Never Happens Inside	11	6	6	6	9	11	11	7	11	18
Not Sure	2	1	1	2	1	2	2	1	2	2
BASE	1000	494	445	61	316	273	410	398	416	175

CHAPTER 2: OTHER ASPECTS OF STUDENTS' LIVES

Home Life

Most students say that their parents are involved in their school life. A significant portion, however, do not: 22% of students say that their parents spend hardly any or no time at all discussing school life and homework with them. Similarly, three in ten students say their parents do not take part in school activities.

Additionally, the association between parental involvement in school life and students' achievement level in school often mentioned by teachers in previous MetLife surveys appears to be supported by the information provided by students. Among students with generally poor grades, a much higher proportion, fully half feel that their parents spend hardly any or no time at all talking to them about school work and an equal proportion report that their parents do not take part in school activities.

Table 2-1

PARENTAL INVOLVEMENT WITH STUDENTS

QUESTION: *How much time do you spend with your parents or guardians talking about school or about your homework — a lot of time, some, hardly any or none at all?*

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
A Lot	24	24	16
Some	52	53	35
Hardly Any	19	19	42
None At All	3	3	7
Not Sure	2	2	–
BASE	1233	1084	51

Table 2-2

PARENTS TAKING PART IN SCHOOL ACTIVITIES

QUESTION: *On a regular school day, how much time do you spend watching television?*

	TOTAL STUDENTS	STUDENT GRADES	
		GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Yes	61	63	37
No	31	29	50
Not Sure	9	8	13
BASE	1232	1083	51

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Television

Public school students spend a great deal of time, on regular school days, watching television. One quarter of them watch at least four hours of television on a regular school day; among students with generally poor grades this figure climbs to one in three students. Students watch a broad variety of programs, with differences in the programs viewed by students with generally good or fair grades and those with lower grades. For instance, while 30% of students with good or fair grades say they watch educational programs, only 15% of students with poor grades do so. Similarly, more students with poor grades say they watch crime and adventure shows (62% vs. 51%) and music videos (73% vs 60%).

Table 2-3

TIME SPENT WATCHING TELEVISION

QUESTION: *What types of television shows do you watch?*

	TOTAL STUDENTS	STUDENT GRADES	
		GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
8 Hours or More	4	3	9
6-7 Hours	5	5	9
4-5 Hours	16	17	13
2-3 Hours	31	31	32
Less Than 2 Hours	36	38	20
Not Sure	8	6	18
BASE	1232	1084	51

Table 2-4

TELEVISION PROGRAMS STUDENTS WATCH

QUESTION: *What types of television shows do you watch?*

	TOTAL STUDENTS	STUDENT GRADES	
		GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Movies	83	84	84
Cartoons	69	68	64
Situation Comedies	67	69	47
Music Videos	59	60	73
"Most wanted" or True Story Shows	55	54	59
Game Shows	53	52	54
Crime or Adventure Shows	51	51	62
The News	48	50	21
Talk Shows	38	39	29
Nature or Wildlife Programs	36	36	27
Educational Shows	29	30	14
Soap Operas	27	27	21
Sports	5	6	3
Other Kinds of Shows	7	7	2
BASE	1233	1084	51

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Crime in their Neighborhood

Very few students believe that they live in high crime neighborhoods; 74% of them believe they live in areas with hardly any or no crime at all and only 5% say their neighborhood has a lot of crime. A majority of students also think their parents know about violence that takes place in or around their school; however, one in three students is unsure.

Table 2-5

LEVEL OF VIOLENCE IN STUDENTS' NEIGHBORHOODS

QUESTION: *Do you live in a neighborhood that has a lot of crime, some crime, hardly any crime or none at all?*

	TOTAL STUDENTS
	PERCENTAGE
A Lot	5
Some	16
Hardly Any	37
None At All	37
Not sure	6
BASE	1231

Table 2-6

PARENTAL KNOWLEDGE OF SCHOOL VIOLENCE

QUESTION: *Do your parents or guardians know about the violence that takes place in or around your school, or not?*

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Yes	58	59	60
No	14	13	12
Not Sure	28	28	28
BASE	1232	1084	51

THE AMERICAN TEACHER

Being Suspended or Expelled From School

A sizable proportion (15%) of public school students report having been suspended or expelled from school at some time. This is true of half of students who receive generally poor grades. There is also a higher incidence of expulsion and suspension from school among students who live in neighborhoods with relatively higher levels of crime. One in four students who lives in a neighborhood with some or a lot of crime has been suspended or expelled from school at some time.

Table 2-7

BEING SUSPENDED OR EXPELLED FROM SCHOOL

QUESTION: *Have you ever been suspended or expelled from school, or not?*

		STUDENT GRADES		CRIME IN STUDENTS NEIGHBORHOOD	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES	A LOT OR SOME	HARDLY ANY OR NONE
	PERCENTAGE				
Yes	15	13	54	27	12
No	84	86	46	71	88
Not Sure	1	1	–	2	1
BASE	1214	1079	51	228	913

CHAPTER 3: SOURCES OF AND REACTIONS TO VIOLENCE

Factors that Contribute to Violence in Schools

The majority of teachers and law enforcement officials believe that major factors contributing to violence in public schools include: lack of supervision at home, lack of family involvement in the schools, and exposure to violence in the mass media. This is consistent among teachers in all grade levels and school locations (urban, suburban and rural).

Many secondary school students feel that a lack of parental supervision at home (36%), involvement with drugs or alcohol (23%), and overcrowding and lack of supervision in the classroom (20%) are major contributors to violence in their own schools.

Teachers with high proportions of minority and low income students, and those who believe their schools provide a lesser quality education feel that all factors related to violence are more acute. For example, 95% of teachers who think their school provides an only fair or poor quality education believe that a lack of parental supervision is a major factor contributing to violence in their school; compared to 71% of all teachers. Seventy-three percent of these teachers also feel that lack of family involvement in the school is a major factor, and 73% believe that boredom and a lack of motivation to learn are major contributing factors.

More than half (54%) of teachers with all or many minority students feel that gang or group membership is major factor contributing to violence in their school; compared to one in three teachers nationwide. The majority of law enforcement officials (59%), and a significant proportion of secondary school students (34%) also believe that gang or group membership or peer group pressure is a major contributing factor.

OBSERVATION: ***Several issues mentioned by students as major factors, such as involvement with drugs and alcohol, may be considered outcomes of more fundamental issues, including lack of supervision in the home, which concern teachers and law enforcement officials to a greater extent. Differences among students, teachers and law enforcement officials may be caused by these differences in interpretation.***

Table 3-1

FACTORS THAT CONTRIBUTE TO VIOLENCE IN SCHOOLS

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

Base For Students: Grades 7-12 Only

	MAJOR FACTOR								
				TEACHER LOCATION		STUDENT LOCATION		ENFORCEMENT LOCATION	
	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE								
Lack of Parental Supervision at Home	71	36	90	79	68	36	36	94	88
Lack of Family Involvement with the School	66	16	83	76	62	17	15	97	76
Exposure to Violence in the Mass Media	55	21	60	66	51	19	22	65	58
Boredom or a Lack of Motivation to Learn	38	18	51	45	36	20	17	62	45
Gang or Group Membership, or Peer Group Pressure	34	34	59	48	29	40	31	74	52
Poverty	28	11	35	40	24	14	8	41	32
The Student's Achievement Level	26	12	29	30	25	14	11	35	26
The Student's Racial or Ethnic Background	19	19	20	26	16	20	18	24	18
Involvement with Drugs, or Alcohol	17	23	48	23	15	23	24	47	48
Overcrowding or a Lack of Supervision in School	16	20	24	20	14	23	18	38	17
BASE	1000	724	100	270	730	272	452	34	66

Table 3-2

FACTORS THAT CONTRIBUTE TO VIOLENCE IN SCHOOLS

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

Base For Students: Grades 7-12 Only

	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL
	ELEMENTARY	SECONDARY	SECONDARY
	PERCENTAGE		
Lack of parental supervision at home	**61**	76	36
Lack of family involvement with the school	**59**	70	16
Exposure to violence in the mass media	**57**	54	21
Boredom or a lack of motivation to learn	**27**	44	18
Gang or group membership, or peer group pressure	**26**	38	34
Poverty	**28**	29	11
The student's achievement level	**22**	29	12
The student's racial or ethnic background	**14**	21	19
Involvement with drugs, or alcohol	**12**	20	23
Overcrowding or a lack of supervision in school	**13**	17	20
BASE	**336**	664	724

Table 3-3

LACK OF PARENTAL SUPERVISION AT HOME

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Lack of parental supervision at home ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	71	60	80	95	83	70	62	83	68	52
Minor Factor	25	34	18	5	15	25	34	16	27	41
Not a Factor	3	5	2	–	2	5	3	1	4	6
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-4

LACK OF FAMILY INVOLVEMENT WITH THE SCHOOL

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Lack of family involvement with the school ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	66	53	76	93	80	67	54	82	62	40
Minor Factor	27	35	22	7	17	25	38	16	31	44
Not a Factor	6	12	2	–	3	8	8	2	7	15
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-5

EXPOSURE TO VIOLENCE IN THE MASS MEDIA

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Exposure to violence in the mass media ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	55	52	57	69	67	50	49	64	49	50
Minor Factor	36	37	37	24	28	39	40	30	39	39
Not a Factor	8	9	6	7	5	9	9	5	10	10
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-6

BOREDOM OR A LACK OF MOTIVATION TO LEARN

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Boredom or a lack of motivation to learn ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	38	28	45	73	50	38	29	52	33	22
Minor Factor	43	47	41	21	36	39	51	35	48	48
Not a Factor	19	24	14	6	14	23	20	13	19	30
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-7

GANG OR GROUP MEMBERSHIP, OR PEER GROUP PRESSURE

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Gang or group membership, or peer group pressure ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	34	27	38	67	54	32	19	43	31	22
Minor Factor	43	45	43	29	37	46	47	40	44	49
Not a Factor	22	28	19	5	9	22	33	17	25	28
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-8

POVERTY

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Poverty ...

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	28	19	36	53	48	21	17	49	18	8
Minor Factor	46	46	47	43	39	50	49	40	54	43
Not a Factor	25	35	16	5	13	27	33	11	28	49
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-9

THE STUDENT'S ACHIEVEMENT LEVEL

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... The student's achievement level ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	26	20	30	54	37	27	18	36	23	13
Minor Factor	47	45	51	41	45	50	47	48	47	47
Not a Factor	26	35	18	3	17	23	34	15	29	39
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-10

THE STUDENT'S RACIAL OR ETHNIC BACKGROUND

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... The student's racial or ethnic background ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	19	15	23	22	33	22	6	28	14	10
Minor Factor	40	38	42	49	45	48	32	42	41	34
Not a Factor	40	47	35	29	22	30	62	30	45	55
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-11

INVOLVEMENT WITH DRUGS OR ALCOHOL

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Involvement with drugs or alcohol ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	17	15	18	30	27	15	11	24	14	10
Minor Factor	51	49	54	55	51	52	52	50	52	55
Not a Factor	30	36	27	15	21	32	37	26	33	34
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-12

OVERCROWDING OR A LACK OF SUPERVISION IN SCHOOL

QUESTION: *Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school?*

... Overcrowding or a lack of supervision in school ...

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Major Factor	16	12	18	26	20	18	11	19	15	9
Minor Factor	42	36	47	51	45	37	44	40	45	42
Not a Factor	42	51	34	23	35	45	45	40	40	49
BASE	1000	494	445	61	316	273	410	398	416	175

Likely Victims of Violence in Schools

The majority of teachers (61%) and law enforcement officials (60%) believe that certain types of students are more likely to be victims of violent incidents that occur in or around school. These officials and teachers most often mention students who are minorities within the school population or from low income families. By contrast, the students themselves feel that a great many different types of students are likely to be victims.

Most teachers and law enforcement officials do not believe that certain types of teachers are likely to be victims of violence in or around school. However, half the teachers who think their schools provide an only fair or poor education do feel that certain types of teachers are at greater risk of being victims. The types of teachers they believe are most at risk include women and teachers of racial or ethnic groups that are minorities in the school population. In comparison, strict or aggressive teachers are more likely to be victims in schools that provide an excellent education.

A significant proportion of secondary school students mention the following types of individuals as being susceptible to acts of violence: strict, gay or lesbian, younger or less experienced teachers and women.

OBSERVATION: ***When asked about types of students or teachers that are likely to be victims of violence, teachers' and law enforcement officials' responses were unaided — the choices were not read to these sample groups. Students, because of the self administered questionnaire, were presented with lists of choices. This may account for some of the differences in the responses of the three sample groups.***

Table 3-13

STUDENTS LIKELY TO BE VICTIMS

QUESTION: *Are there particular groups of students who are more likely to be victims of violence, or not?*

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	61	60	62	66	61	62	61	63	60	61
No	38	39	37	32	39	37	38	36	40	38
Not Sure	1	1	1	2	1	1	1	1	1	1
BASE	1000	494	445	61	316	273	410	398	416	175

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Table 3-14

TYPES OF STUDENTS WHO ARE LIKELY TO BE VICTIMS

QUESTION: ***Which groups are more likely to be victims?***

Base For Teachers And Law Enforcement: Yes, Particular Groups Of Students Are More Likely To Be Victims Of Violence

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
Students from Low Income Families	35	34	17
Students from Racial or Ethnic Minorities in the School	25	35	30
Social Outcasts/"Nerds"/"Weaklings"	24	65	18
Under Achievers/Low Achievers	12	23	–
Shy Students	7	28	5
Students with Low Self Esteem	6	34	5
Violent Students/Troublemakers/ Gang Members	6	48	17
Girls	5	34	3
Students in Single Parent Household	5	–	2
Children without Parental Supervision/Guidance	5	–	3
Younger Students	4	51	5
Over Achievers	4	29	2
Students with Physical Disabilities/ Special Ed Students	3	31	100
Boys	3	42	2
Other	14	53	18
Not Sure/No Group or Type of Students	1	9	5
BASE	613	1220	60

Table 3-15

TEACHERS LIKELY TO BE VICTIMS

QUESTION: *Are there particular types of teachers who are more likely to be victims of violence?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	36	31	39	51	35	37	36	38	35	36
No	62	66	60	49	62	61	63	61	63	62
Not Sure	2	2	1	–	2	2	1	2	1	2
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-16

Types of Teachers Who are Likely to be Victims

QUESTION: *Which groups are more likely to be victims?*

Base For Teachers And Law Enforcement: Yes, Particular Types Of Teachers Are More Likely To Be Victims Of Violence
Base For Students: Grades 7-12 Only

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
Strict Teachers	38	57	30
Women	20	38	35
Younger or Less Experienced Teachers	17	44	22
Timid/Weak/Shy/Passive Teachers	14	–	4
Unfair Teachers/Unbending/ Aggressive Teachers	12	–	–
Older teachers	5	30	4
Teachers from Racial or Ethnic Minorities in the School	5	20	4
Uninvolved/Unenthusiastic/ Unprepared Teachers	5	–	–
Men	2	17	–
Gay/Lesbian Teachers	*	47	–
Teachers from Religious Minorities in the School	*	10	–
Teachers with Disabilities	–	19	–
Teachers Born Outside the United States	–	12	–
Other	11	7	17
Not Sure	1	19	–
BASE	359	702	23

*Less than 0.5%

Table 3-17

TYPES OF TEACHERS WHO ARE LIKELY TO BE VICTIMS

QUESTION: *Which groups are more likely to be victims?*

Base: Yes, particular types of teachers are more likely to be victims of violence

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Strict Teachers	38	39	40	23	40	37	38	38	42	31
Women	20	15	23	30	15	22	24	19	18	28
Younger or Less Experienced Teachers	17	17	17	18	15	21	17	17	19	13
Timid/Weak/Shy/Passive Teachers	14	12	15	12	18	12	11	18	11	9
Unfair Teachers/Unbending/ Aggressive Teachers	12	17	9	9	12	10	14	10	13	16
Older Teachers	5	3	7	6	8	4	4	7	3	6
Teachers from Racial or Ethnic Minorities in the School	5	4	3	19	11	3	2	10	2	–
Uninvolved/Unenthusiastic/ Unprepared Teachers	5	5	5	6	4	7	4	5	4	7
Other	13	14	13	12	11	20	10	12	13	16
Not Sure	1	2	1	–	3	1	–	2	1	–
BASE	359	155	172	32	112	100	147	148	147	63

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Reasons Students Commit Acts of Violence

Most secondary school students believe that their peers commit acts of violence in reaction to incidents or circumstances around them. A significant proportion feel that their peers very often act violently because they are provoked by others (32%), to impress their friends (28%), or because of jealously over a boyfriend or girlfriend (19%). Secondary school students also feel that students often or sometimes commit acts of violence because of prejudice or hate of other types of people.

Younger students are less clear about what they believe to be the factors contributing to violent incidents.

Table 3-18

REASONS STUDENTS COMMIT ACTS OF VIOLENCE

QUESTION: *In your school, how often do students commit acts of violence because of the following reasons — very often, sometimes, rarely or never?*

	VERY OFTEN		
		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Because they are provoked by others	32	33	34
Because it impresses their friends	28	29	42
Because of jealousy over a boyfriend or girlfriend	19	18	34
Because it makes them feel important	16	17	14
Because of prejudice, or hate of a group of students	16	16	29
Because they want to hurt someone else	15	16	12
Because they have to in order to belong to a gang	10	10	17
Because they want another person's private things (like a jacket or sneakers)	8	8	13
Because of their use of drugs or the sale of drugs	5	4	15
Because many students carry weapons	3	2	10
BASE	1226	1077	51

Student Reaction to Nearby Violence

Teachers and students alike believe that when students encounter violent incidents they are unlikely to try and stop the incident. In fact, less than 10% of secondary school students believe that their peers generally intervene when violence occurs.

Teachers think that students are just as likely to encourage an incident as they are to intervene, and half believe they will generally watch without doing anything. Nearly half (48%) the teachers who feel their school provides lesser quality education believe that the students in their school are most likely to encourage violent incidents.

Table 3-19

STUDENT REACTION TO NEARBY VIOLENCE

QUESTION: ***When acts of violence happen at your school, do students who are nearby generally try to stop what is happening, do they offer encouragement to those who are fighting, or do they watch without doing anything?***

	TOTAL TEACHERS	TOTAL STUDENTS	TEACHER SCHOOL LEVEL		STUDENT SCHOOL LEVEL	
			ELEMENTARY	SECONDARY	ELEMENTARY	SECONDARY
	PERCENTAGE					
Try to Stop What is Happening	22	16	33	16	27	8
Offer Encouragement	25	28	15	30	18	35
Watch Without Doing Anything	49	35	46	51	23	44
Not Sure	4	21	6	3	32	13
BASE	1000	1181	336	664	489	692

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Table 3-20

STUDENT REACTION TO NEARBY VIOLENCE

QUESTION: ***When acts of violence happen at your school, do students who are nearby generally try to stop what is happening, do they offer encouragement to those who are fighting, or do they watch without doing anything?***

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Try to Stop What is Happening	22	30	15	5	19	24	23	20	23	22
Offer Encouragement	25	18	30	48	36	23	17	32	22	18
Watch Without Doing Anything	49	48	51	46	41	48	57	45	51	54
Not Sure	4	5	3	2	4	5	3	3	4	6
BASE	1000	494	445	61	316	273	410	398	416	175

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Teacher Reaction to Violence

The vast majority of teachers (97%) feel that their colleagues intervene when they encounter violent incidents; 95% of teachers also believe that their peers report these incidents to the proper authorities. In contrast, a minority of students and law enforcement officials feel this way. Only 44% of students and 28% of law enforcement officials believe that teachers report all incidents of violence that occur in school.

OBSERVATION: ***Many students believe that a significant portion of violence in school takes place outside the school building and in areas like bathrooms and locker rooms, where teachers are less likely to be present. This may account for students' beliefs that fewer acts of violence are reported to the proper authorities. Teachers may believe that they know about most incidents that occur in or around school when in fact they do not.***

Table 3-21

TEACHER INTERVENTION WHEN ACTS OF VIOLENCE OCCUR

QUESTION: ***When acts of violence happen at your school, do teachers who are nearby generally intervene, or not?***

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	97	97	98	94	96	98	99	97	98	98
No	2	2	2	5	4	1	1	3	2	2
BASE	1000	494	445	61	316	273	410	398	416	175

Table 3-22

TEACHERS REPORTING INCIDENTS OF VIOLENCE

QUESTION: *When acts of violence occur, do teachers report all, some or only a few incidents to proper authorities?*

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
All	85	44	28
Some	13	23	47
Only A Few	1	9	24
Not Sure	1	24	1
BASE	1000	1223	100

Table 3-23

TEACHERS REPORTING INCIDENTS OF VIOLENCE

QUESTION: *When acts of violence happen at your school, do teachers report all, some or only a few of those incidents to the proper authorities?*

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
All	44	45	37
Some	23	24	29
Only A Few	9	10	15
Not Sure	24	21	20
BASE	1223	1078	50

CHAPTER 4: WEAPONS AND SELF PROTECTION

Students and Weapons

Most secondary school students do not know how many of their peers carry weapons to school on a regular basis, though few believe that it is more than 10%. A majority of teachers think that zero to 10% of students carry weapons to school. Fewer teachers, with many or all minority or low income students, believe that their schools are free of weapons, and among teachers who feel that their school provides an only fair or poor education only 17% believe that their schools are free of weapons.

Few law enforcement officials believe that their local public schools are free of weapons. A majority of them (68%) think a small minority of students carry weapons such as handguns or knives to school. This is consistent among officials from urban, suburban and rural police departments.

Among students, teachers and law enforcement officials, most believe that when students do carry weapons to school it is most likely that they will carry knives. In comparison to teachers and students, a larger proportion of law enforcement officials think that students who carry weapons carry guns. Less than 10% of teachers and students believe any students carry guns to school.

In contrast, one-third of teachers who believe their schools provide lesser quality education (only fair or poor) also believe that students tend to carry weapons, such as guns to school; 11% of these teachers think that at least one in four students in their school carries a weapon. In schools with all or many minority or low income students, less than half the teachers think their schools are free of weapons.

Table 4-1

STUDENTS CARRYING WEAPONS TO SCHOOL

QUESTION: *What percentage of students at your school regularly carry weapons such as handguns or knives to school?*

Base For Students: Grades 7-12 Only

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	TEACHER LOCATION: URBAN	TEACHER LOCATION: SUBURBAN OR RURAL	STUDENT LOCATION: URBAN	STUDENT LOCATION: SUBURBAN OR RURAL	ENFORCEMENT LOCATION: URBAN	ENFORCEMENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE								
None	50	21	8	42	53	19	21	3	11
1-10%	43	15	68	48	41	16	14	65	70
11-25%	3	5	7	4	3	7	3	6	8
26-50%	1	6	4	2	1	7	6	6	3
51% or More	*	3	3	–	*	5	1	3	3
Mean	3	13	8	4	2	16	10	9	7
Not Sure	3	51	10	4	2	46	54	18	6
BASE	1000	704	100	270	730	267	437	34	66

*Less than 0.5%

Table 4-2

STUDENTS CARRYING WEAPONS TO SCHOOL

QUESTION: *What percentage of students at your school regularly carry weapons such as handguns or knives to school?*

Base For Students: Grades 7-12 Only

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
None	50	61	42	17	38	51	59	40	52	67
1-10%	43	33	50	70	52	43	36	49	43	30
11-25%	3	2	3	8	4	2	3	5	1	2
26-50%	1	1	1	3	3	1	*	2	1	1
51% or More	*	–	*	–	–	–	*	–	*	–
Mean	3	2	3	6	4	2	2	4	2	2
Not Sure	3	2	3	2	4	3	1	3	3	–
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 4-3

Students Carrying Weapons to School

QUESTION: ***What percentage of students at your school regularly carryweapons such as handguns or knives to school?***

	TOTAL TEACHERS	TEACHER SCHOOL LEVEL	
		ELEMENTARY	SECONDARY
	PERCENTAGE		
None	50	68	41
1-10%	43	29	50
11-25%	2	1	4
26-50%	1	1	2
51% or More	*	–	*
Mean	3	1	3
Not Sure	3	2	3
BASE	1000	336	664

*Less than 0.5%

Table 4-4

TYPES OF WEAPONS STUDENTS CARRY TO SCHOOL

QUESTION: *What types of weapons do they tend to carry?*

Base For Teachers And Law Enforcement: Students Carry Weapons To School

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
Knives/Switchblades	55	53	95
Pen Knives	38	44	2
Guns	18	26	43
Sharpened/Pointed Objects	4	31	–
Brass Knuckles	2	1	2
Bats/Clubs/Sticks	2	1	7
Mace	1	21	1
Other	6	14	1
Not Sure	5	26	–
BASE	501	762	92

Table 4-5

TYPES OF WEAPONS STUDENTS CARRY TO SCHOOL

QUESTION: *What types of weapons do they tend to carry?*

Base: Some students carry weapons such as handguns or knives to school

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Knives/Switchblades	55	54	53	66	56	59	50	56	54	53
Pen Knives	38	37	41	33	32	33	50	38	40	33
Guns	18	13	18	31	25	21	7	19	17	17
Sharpened/Pointed Objects	4	3	5	6	6	4	3	5	3	5
Brass Knuckles	2	2	2	4	2	4	1	3	2	2
Clubs/Sticks	2	–	3	2	2	1	1	2	1	–
Other	6	10	4	2	6	8	5	9	5	2
Not Sure	5	8	3	2	6	4	4	3	6	7
BASE	501	191	260	50	197	134	169	238	202	58

*Less than 0.5%

Students Carrying Weapons

Contrary to students' beliefs regarding their peers, a sizable proportion of students (13%) say they have carried a weapon to school at one time. This is consistent among urban, suburban and rural students. Male students are more likely than female students to carry a weapon to school — 22% of boys and young men compared to 4% of girls and young women. More than one-third (36%) of students who generally get poor grades (C's, D's, or F's) claim they have carried a weapon to school.

Table 4-6

STUDENTS CARRYING WEAPONS TO SCHOOL

QUESTION: *Have YOU ever carried a weapon to school, or not?*

		STUDENT GRADES		STUDENT GENDER	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES	MALE	FEMALE
	PERCENTAGE				
Yes	13	12	36	22	4
No	86	87	63	77	95
Not Sure	1	1	1	2	1
BASE	1221	1079	40	574	639

Reasons Students Carry Weapons

Overall, teachers, students, and law enforcement officials believe that students carry weapons for four main reasons: protection to and from school, to impress their friends, for self-esteem or, for protection in school. Teacher opinion differs widely, however, depending on the proportion of minority or low income students in their school and on their opinion of the quality of education their school provides. Roughly six in ten teachers who believe their schools provide lesser quality education (only fair or poor) think that students carry weapons for protection to and from school. Only 30% of teachers in schools that provide an excellent education feel this way. More teachers in schools that provide excellent quality education or that have few minority students feel that students carry weapons primarily to impress their friends.

Law enforcement officials are more likely to believe self-defense is a reason to carry weapons than are teachers or students. Students place more emphasis on impressing others and feeling important as motivations.

Table 4-7

REASONS STUDENTS CARRY WEAPONS TO SCHOOL

QUESTION: ***Why do you think students carry weapons with them to school?***

Base For Teachers And Law Enforcement: Some Students Carry Weapons To School

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
To Impress Friends/be Accepted by Peers	38	66	29
For Protection/Self-defense/Fear Going TO AND FROM SCHOOL	38	49	68
For Self Esteem/To Feel Powerful/Important	29	56	29
For Protection/Self-defense/Fear IN SCHOOL	27	36	67
Because They Want to Hurt Someone	7	31	14
Not Intended for violence: Carry for Hobbies/Sport	7	–	2
Parents/Community Set Example	2	–	2
Influence of Television	1	–	1
Other	3	2	–
Not Sure	3	12	3
BASE	501	758	92

Table 4-8

REASONS STUDENTS CARRY WEAPONS TO SCHOOL

QUESTION: *Why do you think students carry weapons with them to school?*

Base For Teachers And Law Enforcement: Some Students Carry Weapons To School

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
To Impress Friends/ Be Accepted by Peers	38	42	36	38	35	39	42	37	40	36
For Protection/ Self-defense/Fear Going TO AND FROM SCHOOL	38	30	39	59	55	38	17	45	32	30
For Self Esteem/ToFeel Powerful/Important	29	32	29	18	23	35	30	25	36	20
For Protection/ Self-defense/Fear IN SCHOOL	27	19	29	48	34	31	15	30	26	20
Because They Want to Hurt Someone	7	5	7	11	11	5	3	9	6	2
Not Intended for Violence: Carry for Hobbies/Sport	7	4	8	6	1	5	15	8	5	8
Parents/Community Set Example	2	1	3	2	4	–	1	4	*	–
Influence of Television	1	1	1	–	1	–	2	1	*	2
Other	3	4	3	2	2	2	4	2	2	7
Not Sure	3	5	3	–	4	4	3	2	6	2
BASE	501	191	260	50	197	134	169	238	202	58

*Less than 0.5%

Teachers Protecting Themselves

The vast majority of public school teachers (98%) have never carried a weapon to school with them. This is consistent for teachers in all regions, grade levels and school locations (urban, suburban or rural). Those teachers who have taken some form of precaution most frequently carry mace (44%).

Table 4-9

TEACHERS PROTECTING THEMSELVES IN SCHOOL

QUESTION: *How many teachers in your school carry something with them for protection, when they are in school — many, some, only a few or none?*

	TOTAL TEACHERS	TOTAL LAW ENFORCEMENT	TEACHER LOCATION		ENFORCEMENT LOCATION	
			URBAN	SUBURBAN OR RURAL	URBAN	SUBURBAN OR RURAL
	PERCENTAGE					
Many	*	2	*	–	6	–
Some	2	8	4	1	3	11
Only a Few	11	35	16	9	38	33
None	86	48	78	88	44	50
Not Sure	1	7	2	1	9	6
BASE	1000	100	270	730	34	66

*Less than 0.5%

Table 4-10

TEACHERS PROTECTING THEMSELVES IN SCHOOL

QUESTION: *Have you ever brought something to school with you for protection, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	2	3	2	5	4	2	1	3	2	2
No	98	97	98	95	96	98	99	97	98	98
BASE	1000	494	445	61	316	273	410	398	416	175

Table 4-11

ITEMS TEACHERS CARRY TO PROTECT THEMSELVES

QUESTION: *What did you carry with you?*

Base: Yes, teacher has brought something to school for protection

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Mace	44	42	61	–	47	50	25	43	60	–
Knife	14	26	–	–	16	–	25	–	28	33
Alarm	12	8	23	–	7	33	–	16	–	33
Pen Knife	12	8	–	67	7	–	50	8	12	33
Handgun	5	–	15	–	9	–	–	10	–	–
Whistle	4	–	–	33	7	–	–	8	–	–
Other	18	24	15	–	23	17	–	26	12	–
BASE	23	12	8	3	13	6	4	12	8	3

CHAPTER 5: TEACHER AND STUDENT EXPERIENCES

Student Experiences with Violence Outside of School

Three in ten teachers (34%) believe that at least one quarter of the students in their school experience violence on a regular basis, either at home or in their neighborhood. There is a strong correlation between this belief and the proportion of minority or low income students in the teacher's school and with the teacher's opinion of the education their school provides. Eighty percent of teachers who believe their school provides an only fair or poor education, 57% of teachers with many or all low income students and 61% with all or many minority students think that at least one in four of their students experiences violence on a regular basis.

Table 5-1

STUDENT EXPOSURE TO VIOLENCE AT HOME OR IN THE NEIGHORHOOD

QUESTION: *What percentage of students at your school do you think experience violence, at home or in their neighborhood, on a regular basis?*

	TOTAL TEACHERS	TOTAL LAW ENFORCEMENT	TEACHER LOCATION: URBAN	TEACHER LOCATION: SUBURBAN OR RURAL	ENFORCEMENT LOCATION: URBAN	ENFORCEMENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE					
None	1	–	*	1	–	–
1-10%	36	32	21	40	24	36
11-25%	26	25	24	27	24	26
26-50%	24	31	29	21	35	29
51% or More	10	10	20	7	18	6
Mean	26	27	35	22	32	25
Not Sure	3	2	2	3	–	3
BASE	1000	100	270	730	34	66

*Less than 0.5%

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Table 5-2

STUDENT EXPOSURE TO VIOLENCE AT HOME OR IN THE NEIGHBORHOOD

QUESTION: *What percentage of students at your school do you think experience violence, at home or in their neighborhood, on a regular basis?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
None	1	2	*	–	*	1	2	*	1	4
1-10%	36	46	28	7	16	38	50	17	42	64
11-25%	26	28	27	14	21	33	26	23	31	23
26-50%	24	16	29	46	39	20	14	37	18	6
51% or More	10	6	12	34	22	5	5	20	5	1
Mean	26	20	29	49	40	21	17	37	20	12
Not Sure	3	2	3	–	2	3	3	2	3	1
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

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Teachers and Students Who Have Been Victims

Eleven percent of public school teachers have been victims of acts of violence that occurred in or around school. The great majority of the incidents involved students (95%), and most incidents are reported to the proper authorities. The likelihood of being a victim of crime is higher for some groups of teachers. One-third of teachers who feel their school provides an only fair or poor education, and 16% of teachers in schools with all or many minority students have been victims of crimes in or around their school.

Students are more frequent victims of violent acts that occur in or around school (23%), and among students with generally poor grades (mostly C's, D's and F's) the incidence is higher still (39%). This holds true for students in all regions, grade levels, and school locations (urban, suburban, and rural). However, boys and young men are twice as likely as girls and young women to be victims of a violent act that takes place in or around school — 30% compared with 16%. Students are not very likely to report acts of violence committed against them. Only one-half of these incidents are reported to the police, 36% by students and 14% because a school or police official was present.

Table 5-3

TEACHERS AND STUDENTS WHO HAVE BEEN VICTIMS

QUESTION: ***Have you ever been the victim of a violent act, that occured in or around school, or not?***

	TOTAL TEACHERS	TOTAL STUDENTS
	PERCENTAGE	
Yes	11	23
No	89	70
Not Sure	–	7
BASE	1000	1217

Table 5-4

TEACHERS WHO HAVE BEEN VICTIMS

QUESTION: *Have you ever been the victim of a violent act, that occured in or around school, or not?*

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	11	7	13	31	16	8	9	13	11	10
No	89	93	87	69	84	92	91	87	89	90
BASE	1000	494	445	61	316	273	410	398	416	175

Table 5-5

STUDENT INVOLVEMENT IN ACTS OF VIOLENCE AGAINST TEACHERS

QUESTION: *Were any students involved in (this/these) incident(s), or not?*

Base: Yes, teacher has been a victim of an act of violence in or around school

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	95	97	93	95	93	96	97	92	96	100
No	4	3	5	5	7	4	–	8	2	–
Not Sure	1	–	2	–	–	–	3	–	2	–
BASE	112	36	57	19	51	23	37	51	43	18

Table 5-6

TEACHERS REPORTING INCIDENTS OF VIOLENCE

QUESTION: *Did you report (this/these) incident(s) to school officials or the police, or not?*

Base: Yes, teacher has been a victim of an act of violence in or around school

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	96	94	97	100	98	96	95	97	96	95
No	3	4	3	–	2	4	3	3	4	–
A School Official or Police Officer was There When It Happened	1	3	–	–	–	–	3	–	–	5
BASE	112	36	57	19	51	23	37	51	43	18

Table 5-7

STUDENTS WHO HAVE BEEN VICTIMS

QUESTION: *Have you ever been the victim of a violent act, that occured in or around school, or not?*

		STUDENT GRADES		STUDENT GENDER	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES	MALE	FEMALE
	PERCENTAGE				
Yes	23	22	39	30	16
No	70	70	56	63	77
Not Sure	7	8	5	7	8
BASE	1217	1075	51	569	638

Table 5-8

VICTIMS REPORTING INCIDENTS OF VIOLENCE

QUESTION: *Did you report (this/these) incident(s) to school officials or the police, or not?*

Base: Yes, Has Been a Victim Of a Violent Act In Or Around School

	TOTAL TEACHERS	TOTAL STUDENTS
	PERCENTAGE	
Yes	96	36
No	3	45
A School Official or Police Officer was There When It Happened	1	14
Not Sure	–	5
BASE	112	269

Types of Violent Acts Students Have Experienced and Committed

The types of violence students say they have experienced or taken part in closely mirror the types of violence that teachers and students think of as major problems in their schools. The most common aggressive acts are pushing, shoving, grabbing and slapping, verbal insults and threats to their peers. Incidents involving weapons are rare; however, threats involving weapons are more frequent. Five percent of secondary school students say they have threatened someone, in or around school, with a knife or gun. While this is equally true for urban, suburban and rural students, there are differences associated with student gender and achievement level in school. Indeed, this is consistent for all types of incidents. In particular, 10% of students who receive generally poor grades have threatened someone in or around school with a knife or gun and 21% have threatened a teacher. Six percent of boys and young men have threatened someone with a knife or gun, only 1% of girls and young women claim to have made such threats.

Table 5-9

Types of Violence Students Have Experienced

QUESTION: *In the past year, have the following things happened to you in your school, or not? Has a student...?*

	TOTAL STUDENTS	STUDENT GRADES	
		GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Verbally Insulted You	60	62	58
Threatened You	26	26	33
Pushed, Shoved, Grabbed or Slapped You	43	43	47
Kicked, Bitten or Hit You With a Fist	24	23	33
Threatened You With a Knife or Gun	4	4	11
Used a Knife or Fired a Gun at You	2	1	4
Stolen Something From You	43	43	42
Other	2	2	7
BASE	1169	1032	46

Table 5-10

Types of Violent Acts Students Have Committed

QUESTION: *Have you ever done any of the following things, in or around school or not...?*

		STUDENT GRADES		STUDENT GENDER	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES	MALE	FEMALE
	PERCENTAGE				
Verbally Insulted Someone	50	51	69	60	40
Threatened Another Student	23	22	50	34	12
Pushed, Shoved, Grabbed or Slapped Someone Else	42	42	63	54	30
Kicked, Bitten or Hit Someone with a Fist	26	25	48	37	15
Threatened a Teacher	5	4	21	8	3
Threatened Someone with a Knife or Gun	3	3	10	6	1
Used a Knife or Fired a Gun	1	1	4	2	1
Stolen Something From Someone	14	13	23	18	9
BASE	1151	1021	42	534	610

CHAPTER 6: DEFINING THE IMPACT

Effects of Violence on Teachers and Students

One-third of teachers feel that because of violence or the threat of violence their peers and the students in their school are less eager to go to school. Among urban teachers this opinion is more prevalent (43%). A smaller proportion of students (20%) say they are less eager to attend school because of violence or the threat of violence.

Violence or the threat of violence has an impact on the way teachers and students work in the classroom. Approximately one-third of all teachers believe that their colleagues are less likely to discipline students and half of all teachers believe that students are less likely to pay attention to learning in the classroom.

More teachers in schools with all or many low income or minority students or who believe their schools provide lesser quality education feel that violence impacts on teacher behavior. For instance, 60% of teachers in schools with only fair or poor quality education feel that violence or the threat of violence makes teachers less eager to go to school each day, and 68% feel that teachers are less likely to challenge or discipline students.

Students who do not perform well overall in school are more affected by violence or the threat of violence in their schools. More than one-third of these students believe that the potential for violence in their schools has caused them to think about changing schools and makes them less inclined to pay attention in class. One in every four students, regardless of their school level or achievement, feels that violence has lessened the quality of education in their school.

Table 6-1

EFFECTS OF VIOLENCE ON TEACHERS AND STUDENTS

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make (READ EACH ITEM), or not?*

Base: Yes, for teachers and students

	TOTAL TEACHERS	TOTAL STUDENTS	TEACHER LOCATION: URBAN	TEACHER LOCATION: SUBURBAN OR RURAL	STUDENT LOCATION: URBAN	STUDENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE					
Students less eager to go to school every day	36	22	43	33	24	20
Teachers less eager to go to school every day	30	–	38	27	–	–
Students stay home from school or cut class	32	12	38	29	12	11
Students less eager to talk in class	25	16	32	23	15	16
Students less inclined to pay attention to learning in school	41	11	48	38	12	11
Teachers less eager to challenge or discipline students	35	–	42	33	–	–
Students change schools or think about changing schools	32	22	44	27	23	22
Feel angry	–	42	–	–	44	41
BASE	1000	1210	270	730	426	784

Table 6-2

STUDENTS ARE LESS EAGER TO GO TO SCHOOL EVERY DAY

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Students less eager to go to school every day, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	36	27	41	59	43	31	32	41	33	29
No	64	72	58	40	55	67	68	58	66	70
Not Sure	1	1	1	2	1	1	–	1	1	1
BASE	1000	494	445	61	316	273	410	398	416	175

Table 6-3

TEACHERS ARE LESS EAGER TO GO TO SCHOOL EVERY DAY

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Teachers less eager to go to school every day, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	30	21	35	60	40	25	25	38	26	22
No	69	77	64	40	58	74	73	61	73	76
Not Sure	1	2	1	–	2	1	1	1	1	3
BASE	1000	494	445	61	316	273	410	398	416	175

Table 6-4

STUDENTS WILL STAY HOME FROM SCHOOL OR CUT CLASS

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Students stay home from school or cut class, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	32	24	37	49	41	27	28	38	30	23
No	67	74	62	51	59	71	71	62	69	76
Not Sure	1	2	1	–	*	2	1	1	1	1
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 6-5

STUDENTS WILL BE LESS EAGER TO TALK IN CLASS

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Students less eager to talk in class, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	25	20	28	45	31	25	21	29	23	23
No	73	78	71	52	68	74	78	69	77	74
Not Sure	1	1	1	3	2	1	1	1	1	2
BASE	1000	494	445	61	316	273	410	398	416	175

Table 6-6

STUDENTS WILL BE LESS INCLINED TO PAY ATTENTION TO LEARNING IN SCHOOL

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Students less inclined to pay attention to learning in school, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	41	32	47	62	51	37	34	49	38	30
No	59	67	53	38	49	61	66	50	61	69
Not Sure	1	1	1	–	*	2	*	*	1	1
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 6-7

TEACHERS WILL BE LESS EAGER TO CHALLENGE OR DISCIPLINE STUDENTS

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make... Teachers less eager to challenge or discipline students, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	35	26	41	68	44	31	31	42	33	26
No	64	73	58	30	55	67	69	56	67	72
Not Sure	1	1	1	2	1	2	*	1	*	2
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Table 6-8

STUDENTS CHANGE SCHOOLS OR THINK ABOUT CHANGING SCHOOLS

QUESTION: *How does violence and the threat of violence affect the behavior and state of mind of students and teachers? Does it make...*
Students change schools or think about changing schools, or not?

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	32	26	35	56	45	25	26	41	27	24
No	67	73	63	44	54	73	74	58	72	75
Not Sure	1	1	1	–	1	2	*	1	1	1
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

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Table 6-9

Impact on Students

QUESTION: *How does violence and the threat of violence affect you? Does it make you...?*

	TOTAL STUDENTS	STUDENT GRADES	
		GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Less Eager to go to School Every Day	22	23	21
Stay Home from School or Cut Class	12	12	26
Less Eager to Talk in Class	16	16	23
Less Inclined to Pay Attention to Learning in School	11	10	37
Want to Change Schools or Think About Changing Schools	22	23	35
Feel Angry	42	45	36
BASE	1210	1065	50

Table 6-10

Effects of Violence on Quality of Education

QUESTION: *Do you think problems with violence at your school lessen the quality of education you get, or not?*

	TOTAL STUDENTS
	PERCENTAGE
Yes	25
No	50
Not Sure	24
BASE	1213

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Violence as a Factor in Teachers Leaving School

Overall, teachers do not believe that violence is a factor in teacher turnover in their schools. However, among teachers who believe their school offers an only fair or poor quality education half believe that violence is at least a minor factor in teachers leaving their school.

Table 6-11

VIOLENCE AS A FACTOR IN TEACHERS LEAVING SCHOOL

QUESTION: *How much of a factor would you say the problem of violence in your school is on teachers' leaving your school — a major factor, a minor factor or not a factor?*

	TOTAL TEACHERS	TEACHERS: QUALITY OF EDUCATION: EXCELLENT	QUALITY OF EDUCATION: GOOD	QUALITY OF EDUCATION: FAIR OR POOR	MINORITY STUDENTS: ALL OR MANY	MINORITY STUDENTS: SOME	MINORITY STUDENTS: FEW OR NONE	LOWER INCOME STUDENTS: ALL OR MANY	LOWER INCOME STUDENTS: SOME	LOWER INCOME STUDENTS: FEW OR NONE
	PERCENTAGE									
A Major Factor	1	1	2	3	4	1	*	3	1	–
A Minor Factor	13	6	17	47	25	9	7	22	9	4
Not A Factor	85	93	81	49	72	90	92	75	90	96
BASE	1000	494	445	61	316	273	410	398	416	175

*Less than 0.5%

Effort Spent Addressing Violence in Schools

Teachers and secondary school students are in general agreement that their schools have made adequate or more than adequate efforts to address issues of violence. However, there is still a sizable portion of the school population that is not satisfied. Fourteen percent of teachers and 26% of students feel that efforts in their school have been less than adequate. Once again the quality of education a school provides plays a role in teacher opinion. Forty-two percent of teachers who feel their school provides an only fair or poor education think that efforts to address these issues are less than adequate.

Law enforcement officials are split on this point: 45% feel that efforts have been adequate while 41% believe they have been less than adequate.

Table 7-1

EFFORT SPENT ADDRESSING VIOLENCE IN SCHOOLS

QUESTION: *Do you think that, in your school, the amount of effort spent on addressing violence is more than adequate, adequate, or less than adequate?*

Base For Students: Grades 7-12 Only

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	TEACHER LOCATION: URBAN	TEACHER LOCATION: SUBURBAN OR RURAL	STUDENT LOCATION: URBAN	STUDENT LOCATION: SUBURBAN OR RURAL	ENFORCEMENT LOCATION: URBAN	ENFORCEMENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE								
More Than Adequate	25	15	13	23	25	14	16	18	11
Adequate	61	41	41	55	63	37	45	32	45
Less Than Adequate	14	26	45	21	11	28	25	47	44
Not Sure	*	17	1	–	*	21	15	3	–
BASE	1000	719	100	270	730	270	449	34	66

*Less than 0.5%

Table 7-2

EFFORT SPENT ADDRESSING VIOLENCE IN SCHOOLS

QUESTION: *Do you think that, in your school, the amount of effort spent on addressing violence is more than adequate, adequate, or less than adequate?*

Base For Students: Grades 7-12 Only

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
More Than Adequate	25	30	20	16	23	26	25	22	26	27
Adequate	61	61	64	42	58	61	64	61	60	64
Less Than Adequate	14	9	16	42	20	13	10	17	14	9
BASE	1000	494	445	61	316	273	410	398	416	175

Steps Taken to Stop or Reduce Violence

Nearly all schools have taken some steps to stop or reduce violence; this is equally true for urban, suburban and rural schools. The steps schools have taken most frequently are disciplinary in nature. They include: suspending or expelling students, instituting dress codes or banning certain types of clothing, and establishing disciplinary codes. Nearly half (44%) of all urban secondary school students have police or security guards in their schools. Very few schools (5%) have used metal detectors. Relatively few students attend schools that provide services such as anti-violence programs or dispute resolution classes.

Most students and law enforcement officials feel that the steps taken have helped remedy the situation somewhat or to a great extent. This is true for students and officials in urban, suburban and rural areas.

Table 7-3

STEPS SCHOOLS HAVE TAKEN TO STOP OR REDUCE VIOLENCE

QUESTION: *What kinds of steps has your school taken to stop or reduce the violence in or around your school?*

Base For Students: 7-12 Grade Students

	STUDENTS	LAW ENFORCEMENT
	PERCENTAGE	
Suspended or expelled students when they were violent	81	–
Instituted a dress code or banned certain types of clothing	63	68
Started a disciplinary code	50	–
Provided counseling for students or their families	45	–
Had visitors talk to classes about crime and violence	40	99
Held meetings for your class or the entire school	37	–
Made random checks of bookbags, backpacks or lockers	31	52
Placed monitors in the hallways	29	63
Hired security guards or police in or around the school	28	70
Conducted classes on how to talk about problems, rather than fight	24	–
Started safety or anti-violence programs	14	–
Provided a hotline for students to call	13	25
Used hand held metal detectors	5	24
Made studentas walk through metal detectors	2	12
None of these things	2	–
Not Sure	3	–
BASE	719	100

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Security Personnel

When security guards or police are present in schools, most teachers and law enforcement officials believe that they are visible. Sixty-nine percent of law enforcement officials think their colleagues are very visible. Students with lower grades (mostly C's, D's and F's) are most dissatisfied with security coverage; sixty-four percent feel that it is not adequate.

Students are less satisfied than are teachers or law enforcement officials with the adequacy of this security coverage. Equal proportions of students who attend schools with security personnel feel this measure is adequate (40%) or not (37%). Teachers on the other hand are generally satisfied, 77% believe that security coverage is adequate.

Table 7-4

EFFECT OF STEPS TAKEN

QUESTION: *Do you think these steps have helped a lot, somewhat, not much, or not at all?*

Base For Students: 7 To 12 Grade Schools That Have Taken Steps To Stop Or Reduce Violence

	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	STUDENT LOCATION: URBAN	STUDENT LOCATION: SUBURBAN OR RURAL	ENFORCEMENT LOCATION: URBAN	ENFORCEMENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE					
A Lot	15	41	14	16	53	35
Some	51	40	51	50	38	41
Hardly Any	20	14	21	19	9	17
None at All	10	4	10	9	–	6
Not Sure	4	1	3	6	–	2
BASE	664	100	255	409	34	66

Table 7-5

Results of Measures Taken to stop or Reduce Violence

QUESTION: *Do you think these steps have helped a lot, somewhat, not much, or not at all?*

Base For Students: 7 To 12 Grade Schools That Have Taken Steps To Stop Or Reduce Violence

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
A Lot	15	15	[redacted]
Some	51	53	[redacted]
Hardly Any	20	20	[redacted]
None At All	10	8	[redacted]
Not Sure	4	4	[redacted]
BASE	664	612	[redacted]

Table 7-6

Security Guards

QUESTION: *Does your school have security guards in or around the building, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	20	17	22	36	39	20	6	27	18	11
No	80	83	78	64	61	80	94	73	82	89
BASE	1000	494	445	61	316	273	410	398	416	175

Table 7-7

POLICE OFFICERS

QUESTION: *Does your school have police officers in or around the building, or not?*

		TEACHERS								
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	17	15	16	29	29	18	6	20	15	12
No	83	85	84	71	71	81	94	79	85	88
BASE	1000	494	445	61	316	273	410	398	416	175

Table 7-8

VISIBILITY OF POLICE OR SECURITY GUARDS

QUESTION: *How visible are the police or security guards — very visible, somewhat visible, not very visible, not at all visible?*

Base For Teachers And Law Enforcement: School Has Security Guards And/Or Police

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT
	PERCENTAGE		
Very Visible	56	9	69
Somewhat Visible	30	12	26
Not Very Visible	11	6	4
Not At All Visible	3	9	–
Not Sure	–	5	1
There Are No Police or Guards in School	–	59	–
BASE	275	1192	70

Table 7-9

PRESENCE OF SECURITY PERSONNEL

QUESTION: *How visible are the police or security guards — very visible, somewhat visible, not very visible, not at all visible?*

Base: School has security guards and/or police in or around the building

	TOTAL TEACHERS	TEACHERS: QUALITY OF EDUCATION: EXCELLENT	QUALITY OF EDUCATION: GOOD	QUALITY OF EDUCATION: FAIR OR POOR	MINORITY STUDENTS: ALL OR MANY	MINORITY STUDENTS: SOME	MINORITY STUDENTS: FEW OR NONE	LOWER INCOME STUDENTS: ALL OR MANY	LOWER INCOME STUDENTS: SOME	LOWER INCOME STUDENTS: FEW OR NONE
	PERCENTAGE									
Very Visible	56	60	56	56	61	53	42	55	60	47
Somewhat Visible	30	25	29	33	29	22	47	30	26	43
Not Very Visible	11	12	10	11	7	19	12	11	13	7
Not At All Visible	3	3	5	–	3	6	–	5	2	3
BASE	275	125	123	27	149	83	43	135	108	29

Table 7-10

ADEQUACY OF POLICE OR SECURITY COVERAGE

QUESTION: *Do you think that the police or security coverage in your school is adequate, or not?*

Base For Teachers And Law Enforcement: School Has Security Guards And/Or Police

	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL LAW ENFORCEMENT	TEACHER LOCATION: URBAN	TEACHER LOCATION: SUBURBAN OR RURAL	STUDENT LOCATION: URBAN	STUDENT LOCATION: SUBURBAN OR RURAL	ENFORCEMENT LOCATION: URBAN	ENFORCEMENT LOCATION: SUBURBAN OR RURAL
	PERCENTAGE								
Yes	77	40	57	69	84	46	32	52	61
No	23	37	43	31	16	32	42	48	39
Not Sure	–	24	–	–	–	22	26	–	–
BASE	275	494	70	134	141	238	246	29	41

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Table 7-11

ADEQUACY OF POLICE OR SECURITY COVERAGE

QUESTION: *Do you think that the police or security coverage in your school is adequate, or not?*

Base: School has security guards and/or police in or around the building

	TEACHERS									
		QUALITY OF EDUCATION			MINORITY STUDENTS			LOWER INCOME STUDENTS		
	TOTAL TEACHERS	EXCELLENT	GOOD	FAIR OR POOR	ALL OR MANY	SOME	FEW OR NONE	ALL OR MANY	SOME	FEW OR NONE
	PERCENTAGE									
Yes	77	87	70	56	68	86	91	68	83	93
No	23	13	30	44	32	14	9	32	17	7
BASE	275	125	123	27	149	83	43	135	108	29

Table 7-12

ADEQUACY OF POLICE OR SECURITY COVERAGE

QUESTION: *Do you think that the police or security coverage in your school is adequate, or not?*

Base: School has police or security guards

		STUDENT GRADES	
	TOTAL STUDENTS	GOOD/ FAIR GRADES	POOR GRADES
	PERCENTAGE		
Yes	40	41	26
No	37	34	64
Not Sure	24	25	10
BASE	484	431	28

Appendix A:
METHODOLOGY

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METHODOLOGY

The 1993 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company during September and October 1993. The survey included three sample groups: teachers, students and law enforcement officials. All three were selected to be nationally representative samples.

PART I

The Teachers' Sample

A total of 1,000 telephone interviews were conducted with current public school teachers in grades 3 through 12 throughout the continental U.S. Table A-2 describes the demographic characteristics of these teachers.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 2.8 million teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sizes for completed interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center for Education Statistics.

Interviewing Procedures for Teachers

Each selected teacher was contacted at his or her school by telephone and invited to participate in the survey. If the teacher was not available a message was left, including a toll free number to allow for a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure the he or she currently teaches in grades 3 through 12 in a public school and teaches at least part-time in the classroom. Once a respondent passed the screen an appointment was made to telephone at a convenient time and place to complete the interview.

Sample Disposition and Completion Rates for Teachers

The sample disposition for this group is shown in Table A-1. A total of 1,246 contacts at school were made to yield 1000 completed interviews with teachers. The interview completion rate for teachers was 80%.

Weighting of the Teacher's Sample

The achieved sample of teachers was weighted to the latest, best available parameter for race. Weighting by race adjusts this key variable, where necessary, to the actual proportions in the population.

The Students' Sample

A total of 1,234 interviews were conducted with public school students in grades 3 through 12 throughout all states of the continental U.S.

Selection of the Schools and Students

The Harris/Scholastic National Probability sample of schools and students is based on a two stage, clustered, and stratified sample design. This design employs features similar to the sample design used in various samples of students and schools that are conducted by the U.S. National Center of Education Statistics. Stratification dimensions include grade level, region and size of place (urban, suburban, and rural).

In the first stage, a sample of public schools was selected from a list of all public schools covering grades 3 through 12. Special procedures were employed to assure that sample adequately represents the full range of public schools nationwide. Particular care was given to replacing initially selected schools who were unable or unwilling to participate in the second stage selection of students.

One class of students was selected within each school. If possible, an English class was selected at random within a desired grade. In lower grades, where students may not have classes by subject matter, a class was selected at random by teacher, within the desired grade.

Interviewing Procedures for Students

Questionnaires were self administered by students in the classroom setting under the close supervision of a teacher. Each school received a set of teacher instructions, in addition to the questionnaires. The teachers were asked to read all questions and instructions to their students.

Sample Disposition and Weighting for Students

The sample disposition for this group is shown in Table A-3. A total of 60 schools were invited to participate, of which 52 are included in the study sample. The average class size is 23. A total of 173 contacts to schools were made to yield 1,234 completed interviews with students.

Weights are applied so that the sample of students in grades 3 through 12 is projectable to the total population nationally. The weighting variables included race, sex, region and average class size.

The Law Enforcement Officials' Sample

A total of 100 telephone interviews were conducted with Law Enforcement Officials throughout the continental U.S.

Sample Selection of Law Enforcement Officials

Louis Harris and Associates used a two stage process to create a sample of police departments. In the first stage, all U.S. counties were classified by size of place: urban, suburban and rural. Samples of urban, suburban and rural counties were selected proportionate to the number of households in each size of place. In the second sampling stage, for suburban and rural counties, we selected one police department within each county. In suburban counties a city or town was selected at random. In rural counties we identified the largest city or town. Listings were found for the police department headquarters in each selected urban, suburban and rural city or town.

Interviewing Procedures for Law Enforcement

The head of each police department was contacted at his or her office by telephone and invited to participate in the survey. If requested by the department, we took references to another senior official who could address issues of community policing and violence in the local public schools. A total of 146 contacts were made to yield 100 completed interviews with law enforcement officials.

Processing the Data

All interviewing of teachers and law enforcement officials was conducted via computer. All completed questionnaires for all three sample groups were edited, coded, key punched and verified. The data was tabulated, checked for internal consistency and processed by computer. The output process is a series of computer tables for each sample group (teachers, students and law enforcement officials) showing the results of each survey question, both by the total number of respondents and by important subgroups.

Table A-1 DISPOSITION OF THE TEACHERS' SAMPLE

	TOTAL
A. Completed Interviews	1,000
B. Non-working Number, Wrong Number, No New Number	138
C. No Longer There, Retired, Deceased, On Leave	558
D. No Answer or Busy (After Four Callbacks)	48
E. Refused Interview	113
F. Non-eligible Respondent (Screened Out or Quoted Out)	263
G. Never Returned Call After Message Left at School	1,620
H. To Call Back (Study Completed Before Callback Was Needed)	20
I. Language Barrier	0
J. Terminated within Interview	0
K. Not Available During Duration of Field Period	34
L. Returned Call But Not Needed by Close of Field Period	515
TOTAL NUMBER OF CONTACTS	4,309

$$\text{Interview Completion Rate} = \frac{A}{A + E + H + J + K} = \frac{1{,}000}{1{,}246} = 80\%$$

Table A-2

DISTRIBUTION OF THE SAMPLE OF TEACHERS

	UNWEIGHTED	WEIGHTED
BASE	[redacted]	1000
	NUMBER	
Sex:		
Male	370	367
Female	630	633
Experience in Teaching:		
Less than 5 Years	70	70
5 - 9 Years	137	137
10 - 19 Years	326	324
20 Years or More	467	468
Type of School:		
Elementary	336	335
Junior High/Middle School	241	243
High School	375	375
Both Junior & High School	48	47
Race:		
White	905	881
Black	64	83
Hispanic	30	31
Asian	7	9
School Location:		
Inner City	119	125
Urban	86	86
Suburban	267	264
Small Town	325	322
Rural	199	198

Table A-3 DISPOSITION OF THE STUDENTS' SAMPLE PRINCIPAL CONSENTS

	TOTAL
A. Schools that Consented	60
B. Schools that Completed Survey	52
Number of Students	1,234
C. Refusals (Principals)	56
D. To Callback (Study Completed Before Callback was Needed)	55
E. Non-eligible — No Class in Selected Grade	2
TOTAL NUMBER OF CONTACTS	173

$$\text{Consent} = \frac{A}{A + C + D} = \frac{60}{171} = 38\%$$

$$\text{Completed Schools} = \frac{B}{A} = \frac{52}{60} = 87\%$$

Table A-4 DISPOSITION OF THE LAW ENFORCEMENT OFFICIALS' SAMPLE

	TOTAL
A. Total Completes	100
Urban	34
Suburban	43
Rural	23
B. Refused Interview	16
C. To Call Back (Study Completed Before Callback Was Needed)	26
D. Terminated within Interview	1
E. Not Available During Duration of Field Period	3
F. Could Not Be Reached After Four Attempts	263
TOTAL NUMBER OF CONTACTS	146

$$\text{Interview Completion Rate} = \frac{A}{A+B+C+D+E} = \frac{100}{146} = 68.5\%$$

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Table A-5

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING PERCENTAGE RESULTS APPEARING IN THIS REPORT

NUMBER OF PEOPLE ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Table A-6

APPROXIMATE SAMPLING TOLERANCES (AT 95% CONFIDENCE) TO USE IN EVALUATING DIFFERENCES BETWEEN TWO PERCENTAGE RESULTS APPEARING IN THIS REPORT

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,000 vs. 1,000	3	4	4	4	4
800	3	4	4	5	5
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
800 vs. 800	3	4	4	5	5
500	3	4		5	6
300	4	5	6	7	7
200	5	6	7	8	8
100	6	8	10	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

Appendix B:
THE QUESTIONNAIRES

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LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, NY 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/ (1-5)
/_____

Study No. 932016T -- Teachers
1*(08-14)

Card Number (6-7)

September 23, 1993 **(FINAL)**

Sample Point No. /__/__/__/__/__/__/__/
3* 24-25-26-27-28-29-30

Time Started: _____A.M./P.M.

Interviewer:_____ Date:_____

Area Code:_____ Telephone No.:_____3*(12-18)
3*(09-11)

Hello, I'm _____ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a national survey among teachers to learn about their experiences with and opinions on violence in public schools, and would like to ask you a few questions.

Continue...(15(____-1

INTERVIEWER: READ, IF NECESSARY

The sponsor of this study is Metropolitan Life Insurance Company. MetLife and Louis Harris and Associates have conducted annual surveys of school teachers for the past nine years. The highly publicized series of survey reports, called THE AMERICAN TEACHER, have tracked changes in teachers' opinions and needs, and have provided valuable information for both policy makers and the general public.

I. **DEFINING THE PROBLEM**
II. **DEFINING THE IMPACT**
III. **EXAMINING THE SOLUTIONS**

I. DEFINING THE PROBLEM

A. Basic Description

A1. Thinking about the public school in which you teach, how would you rate the quality of education in your school -- excellent, pretty good, only fair or poor?

Excellent	(16(_49_ -1
Pretty Good	_44_ -2
Only Fair	_5_ -3
Poor	_1_ -4
Not sure	_-_ -5

A2. In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

Increased	(17(_19_ -1
Decreased	_11_ -2
Stayed about the same	_70_ -3
Not sure	_1_ -4

A3. How safe do you feel when you are at school -- do you feel very safe, somewhat safe, not very safe, or not at all safe?

Very safe	(18(_77_ -1
Somewhat safe	_22_ -2
Not very safe	_1_ -3
Not at all safe	_*_ -4
Not sure	_*_ -5

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A4a. Do you feel that in your school these types of violence are a major problem, minor problem or not a problem ?

DO NOT ROTATE		Major Problem	Minor Problem	Not a Problem	Not Sure
1. Verbal insults	(19(	26 -1	54 -2	20 -3	- -4
2. Threats to students	(20(	12 -1	59 -2	28 -3	* -4
3. Threats a teachers	(21(	4 -1	45 -2	51 -3	- -4
4. Pushing, shoving grabbing or slapping	(22(	28 -1	55 -2	17 -3	* -4
5. Kicking, biting or hitting someone with a fist	(23(	13 -1	61 -2	26 -3	- -4
6. Threatening someone with a knife or gun	(24(	3 -1	28 -2	69 -3	* -4
7. Using knives or firing guns	(25(	2 -1	19 -2	79 -3	* -4
8. Stealing	(26(	19 -1	67 -2	14 -3	- -4

A4b. Have you ever been the victim of a violent act that occurred in or around school, or not?

Yes.....(27(11 -1 (ASK Q.A5a)

No..... 89 -2 | (SKIP TO Q.A6)
Not sure..... - -3 |

A5a. Were any students involved in (this/these) incident(s), or not?

Yes.....(28(95 -1
No..... 4 -2
Not sure..... 1 -3

A5b. Did you report (this/these) incident(s) to school officials or the police, or not?

Yes.....(29(96 -1
No..... 3 -2
A school official or police officer was there when it happened (vol.)..... 1 -3
Not sure..... - -4

ASK EVERYONE

A6. Where do most acts of violence in or around your school occur -- in the school building, on the school grounds, or in the school neighborhood? SINGLE RECORD

In the school building.....(30(17 -1
On the school grounds..... 32 -2
In the school neighborhood..... 43 -3
All are equal (vol)..... 2 -4
In none of these areas (vol)..... 6 -5
Not sure..... 1 -6

A7. When acts of violence happen in the school building where do most of them occur? DO NOT READ LIST -- MULTIPLE RECORD

Classrooms.....(31(12 -1
Hallways or staircases..... 64 -2
Girls bathrooms..... 6 -3
Boys bathrooms..... 9 -4
The gym..... 5 -5
Lunch room or cafeteria..... 16 -6
Library..... - -7
Locker rooms..... 2 -8
Other (SPECIFY):

All others _____.... 3 -9
Violence never happens inside.(32(11 -0
Not sure..... 2 -1

B. Players

Now I want to ask you about why violence occurs at your school.

B1. Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school. (READ EACH ITEM) -- is that a major factor, minor factor or not a factor?

ROTATE -- START AT "X"

	Major Factor	Minor Factor	Not a Factor	Not Sure
( ) 1. The student's racial or ethnic background . . . (33(19 -1	40 -2	40 -3	* -4
( ) 2. The student's achievement level . . . . . (34(26 -1	47 -2	26 -3	1 -4
( ) 3. Boredom or a lack of motivation to learn . . . (35(38 -1	43 -2	19 -3	* -4
( ) 4. Poverty . . . . . (36(28 -1	46 -2	25 -3	* -4
( ) 5. Gang or group membership, or peer group pressure (37(34 -1	43 -2	22 -3	* -4
( ) 6. Involvement with drugs, or alcohol . . . . . (38(17 -1	51 -2	30 -3	1 -4
( ) 7. Lack of parental supervision at home . . . . . (39(71 -1	25 -2	3 -3	1 -4
( ) 8. Lack of family involvement with the school . . (40(66 -1	27 -2	6 -3	* -4
( ) 9. Exposure to violence in the mass media . . . . (41(55 -1	36 -2	8 -3	1 -4
( )10. Overcrowding or a lack of supervision in school (42(16 -1	42 -2	42 -3	* -4

B2. What percentage of students at your school do you think experience violence, at home or in their neighborhood, on a regular basis? IF HESITANT: Your best estimate will do.

None -- 1%
1-10% -- 36%
11-25% -- 26%
26-50% -- 24%
51-75% -- 6%
More than 75% -- 4%

/___/_2_/_6_/ % MEAN
(43-45)

Not sure.....(43(3 -y

B3. Are there particular groups of students who are more likely to be victims of violence, or not?

Yes.....(46(61 -1 (ASK Q.B4)

No..... 38 -2 (SKIP TO Q.B5a)
Not sure..... 1 -3

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B4. Which groups are more likely to be victims? DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Boys	(47(3	-1
Girls		-2
Social outcasts/"nerds" or "weaklings"	5	-2
Troublemakers	23	-3
Shy students	3	-4
Gay/lesbian students	7	-5
Students with low self esteem	*	-6
Students with physical disabilities	6	-7
Students from racial or ethnic minorities in the school	2	-8
Students from religious minorities	25	-9
Students born outside the United States	(48(1	-0
Students from low income families	2	-1
Younger students	35	-2
Over achievers or students with good grades	4	-3
Under achievers, low achievers or students with bad grades	4	-4
Some other type of student (WRITE ANSWER BELOW):	12	-5
All others _____	15	-6
Not sure	1	-7

Gang members/violent students -- 3%
families -- 4%
Children without parental supervision/ guidance -- 5%
Students in single parent household -- 5%

B5a. Are there particular types of teachers who are more likely to be victims of violence?

Yes	(49(36	-1 (ASK Q.B5b)
No	62	-2 (SKIP TO Q.B6a)
Not sure	2	-3

B5b. Which groups are more likely to be victims? DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Men	(50(2	-1
Women	20	-2
Younger or less experienced teachers	17	-3
Older teachers	5	-4
Gay/Lesbian teachers	*	-5
Teachers with disabilities	-	-6
Teachers from racial or ethnic minorities	5	-7
Teachers from religious minorities	*	-8
Teachers born outside the United States	-	-9
Strict teachers	(51(27	-0
Others (SPECIFY):		
All others _____	11	-1
Not sure	1	-2

Timid/weak/shy/passive teachers -- 14%
Unfair teachers/unbending/ aggressive teachers -- 12%
Teachers with no control over classroom/who can't discipline -- 14%
Uninvolved/unenthusiastic/ unprepared teachers -- 5%

ASK EVERYONE

B6a. When acts of violence happen at your school, do students who are nearby generally try to stop what is happening, do they offer encouragement to those who are fighting, or do they watch without doing anything?

Try to stop what is happening	(52(22	-1
Offer encouragement	25	-2
Watch without doing anything	49	-3
Not sure	4	-4

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B6b. When acts of violence happen at your school, do teachers who are nearby generally intervene, or not?

Yes.....(53(97 -1 (SKIP TO Q.B7)

No..... 2 -2 } (ASK Q.B6c)
Not sure..... * -3 }

B6c. Why don't teachers intervene more often when they encounter acts of violence?

Fear of harm/injury -- 45%; Lack of administrative support -- 20%; (-)

Never any violence in school -- 15%; Easier to ignore -- 13%; (-)

All others -- 19%; Don't know/No answer -- 8% (-)

B7. When acts of violence occur, do teachers report all, some or only a few incidents to the proper authorities?

All.....(54(85 -1
Some..... 13 -2
Only a few..... 1 -3
Not sure..... 1 -4

C. Weapons

C1. What percentage of students at your school regularly carry weapons such as handguns or knives to school?

1-10% -- 43%
11-25% -- 3%
26-50% -- 1%
51-75% -- *
More than 75% -- -

Mean
/___/___/ 3 / %
(55-57)

(ASK Q.C2)

None.....(55-57) 50 -000 (SKIP TO Q.C4a)

Not sure.....(55(3 -y (ASK Q.C2)

C2. What types of weapons do they tend to carry? DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Pen knives.....(58(38 -1
Mace..... 1 -2
Razors..... 2 -3
Scissors..... 1 -4
Switchblades..... 5 -5
Whistles..... - -6
Handguns..... 17 -7
Automatic Weapons..... 1 -8
Shot guns..... * -9
Knives.....(59(51 -0
Other (SPECIFY):

All others.... 11 -1
Not sure..... 5 -2

C3. Why do you think students carry weapons with them to school? DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

For protection/self-defense/fear going to and from school	(60(38 -1	Not intended for violence/ carry for hobbies/sportsmanship -- 7%
For protection/self-defense/fear in school	27 -2	
For self esteem/to feel powerful/ Important	29 -3	
Because friends carry weapons	4 -4	
To impress friends/be accepted by peers	35 -5	
Because they want to hurt someone	7 -6	
Other (SPECIFY):		
All others	6 -7	
Not sure	3 -8	

ASK EVERYONE

C4a. Have you ever brought something to school with you for protection, or not?

Yes	(61(2 -1	(ASK Q.C4b)
No	98 -2	(SKIP TO Q.C5)
Not sure	- -3	(SKIP TO Q.C5)

C4b. What did you carry with you? MULTIPLE RECORD -- DO NOT READ LIST

Pen knife	(62(12 -1	Alarm -- 12%
Mace	44 -2	
Razor	- -3	
Scissor	- -4	
Switchblade	- -5	
Whistle	4 -6	
Handgun	5 -7	
Automatic Weapon	- -8	
Shot gun	- -9	
Knife	(63(14 -0	
Other (SPECIFY):		
All others	18 -1	
Not sure	- -2	

ASK EVERYONE

C5. How many teachers in your school carry something with them for protection, when they are in school -- many, some, only a few or none?

Many	(64(* -1
Some	2 -2
Only a few	11 -3
None	86 -4
Not sure	1 -5

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II. DEFINING THE IMPACT

D1. How does violence and the threat of violence affect the behavior and state of mind of students and teachers in your school. Does it make (READ EACH ITEM), or not?

ROTATE -- START AT "X"

		Yes	More	Not Sure
( ) 1.	Students less eager to go to school every day	(65(36-1	64-2	1 -3
( ) 2.	Teachers less eager to go to school every day	(66(30-1	69-2	1 -3
( ) 3.	Students stay home from school or cut class	(67(32-1	67-2	1 -3
( ) 4.	Students less eager to talk in class	(68(25-1	73-2	1 -3
( ) 5.	Students less inclined to pay attention to learning in school	(69(41-1	59-2	1 -3
( ) 6.	Teachers less eager to challenge or discipline students	(70(35-1	64-2	1 -3
( ) 7.	Students change schools or think about changing schools	(71(32-1	67-2	1 -3

D2. How much of a factor would you say the problem of violence in your school is on teachers' leaving your school -- a major factor, a minor factor or not a factor?

A major factor.....(72(1 -1
Minor factor.....13 -2
Not a factor.....85 -3
Not sure.....- -4

D3. Do you think that, in your school, the amount of effort spent on addressing violence is more than adequate, adequate, less than adequate?

More than adequate.....(73(25 -1
Adequate.....61 -2
Less than adequate enough.....14 -3
Not sure.....* -4

E. Security Measures

E1. Does your school have security guards in or around the building, or not ?

Yes.....(74(20 -1
No.....80 -2
Not sure.....- -3

E2. Does your school have police officers in or around the building, or not?

Yes.....(75(17 -1
No.....83 -2
Not sure.....* -3

ASK Q.E3 IF YES TO Q.E1 OR E.2 -- ALL OTHER SKIP TO Q.E5

E3. How visible are the police or security guards -- very visible, somewhat visible, not very visible, not at all visible?

Very visible.....(76(56 -1
Somewhat visible.....30 -2
Not very visible.....11 -3
Not at all visible.....3 -4
Not sure.....- -5

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E4. Do you think that the police or security coverage in your school is adequate, or not?

Yes.....(77(77 -1
No..... 23 -2
Not sure..... - -3

ASK EVERYONE

E5. Does your community or school district have a separate school security force, or not?

Yes.....(78(16 -1
No..... 81 -2
Not sure..... 2 -3

79-802

F. FACTUALS

Now I have a few factual questions to help classify your answers.

F1. Altogether, how many years have you worked as a teacher?

Mean
/ 1 / 8 / Years
2*(08-09)

Not sure....(08(- -y

Less than 5 years -- 7%
5-9 years -- 14%
10-14 years -- 13%
15-19 years -- 20%
20-25 years -- 29%
More than 25 years -- 18%

F2. Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

Inner city....(10(13 -1
Urban..... 9 -2
Suburban..... 26 -3
Small town..... 31 -4
Rural..... 20 -5
Not sure..... * -6

F3. How many students in your school come from families whose income is below the average of the community -- all of them, many of them, some of them, only a few, or none?

All of them.....(11(4 -1
Many of them..... 37 -2
Some of them..... 41 -3
Only a few..... 17 -4
None..... * -5
Not sure..... 1 -6

F4. How many students in your school come from minority families -- all of them, many of them, some of them, only a few, or none?

All of them.....(12(6 -1
Many of them..... 26 -2
Some of them..... 27 -3
Only a few..... 37 -4
None..... 3 -5
Not sure..... * -6

F5. In total, how many students attend your school?

Mean
/ / 8 / 7 / 0 / Students
(13-16)

Not sure.....(13(* -y

0-299 -- 9%
300-999 -- 59%
1000-2499 -- 29%
2500+ -- 3%

F6. Do you consider yourself to be of Hispanic origin or descent, or not?

Yes.....(17(3 -1
No..... 97 -2
Not sure..... * -3

18Z

F7. Do you consider yourself white, black, or African-American, Asian, Native American or some other race?

White.....(19(88 -1
Black.....
African-American..... 4 -2
Asian or pacific islander..... 4 -3
Native American or Alaskan native... 1 -4
Some other race..... 1 -5
Not sure..... 1 -6
1 -7

F8. Do you have any children of school age (that is 5 to 18 years old), or not?

Yes.....(20(45 -1 (ASK Q.F8a)

No..... 55 -2
Not sure..... - -3 (THANK AND END)

F9. Do any of your children attend public school, or not?

Yes.....(21(92 -1
No..... 8 -2
Not sure..... - -3

That completes the interview. Thank you for your cooperation!!

Time Ended:_____A.M./P.M.

FROM OBSERVATION: Respondent Gender

Male....(22(37 -1
Female..... 63 -2

23-80Z

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LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, NY 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/ (1-5)
/

Study No. 932016S (Grades 7-12)
(8-14)

Card Number (6-7)

September 22, 1993 (FINAL)

THANK YOU...

... for taking part in our important study. This survey is being conducted to help us learn more about the experiences of students nationwide.

You will notice, as you fill out this questionnaire, that many of the questions are about serious topics and issues. It is very important that you answer all questions truthfully and completely, saying exactly what you have experienced. This is not a test; there are no right or wrong answers. Again, please be as honest as you can in answering these questions.

We are not asking for your name and as a result all your answers will be totally anonymous.

The schools taking part in this project have been scientifically chosen to represent all schools in the country. So it is vital that you answer all questions carefully.

I. **HOME LIFE**
II. **DEFINING THE PROBLEM**
III. **DEFINING THE IMPACT**

The questionnaire is easy to fill out.

1. Simply write in an "X" in the space that matches your answer. On a few questions you may write in an answer -- you will see a line where you can do this.

EXAMPLE:
What is your favorite season of the year?

Spring.....	((____-1
Summer.....	____-2
Fall.....	____-3
Winter.....	X -4
Not sure.....	____-5

2. Other questions will ask you to answer a series of questions.

EXAMPLE:
Do you go to school during the... ("X" ONLY ONE FOR EACH STATEMENT - A THROUGH D)

	Yes	No	Not Sure
A. Spring.....	X -1	____-2	____-3
B. Summer.....	____-1	X -2	____-3
C. Fall.....	X -1	____-2	____-3
D. Winter.....	X -1	____-2	____-3

3. Use a pencil to mark your answers. In case you change your mind, you can then erase your first answer and mark the one you want. Make sure you erase the wrong answer completely.

4. Please do not talk over your answers with others.

In advance, thank you very much for your help with this very important study.

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I. HOME LIFE

The following questions are about your life at home.

A1. How much time do spend with your parents or guardians talking about school or about your homework -- a lot of time, some, hardly any or none at all?

A lot	(15(24	-1
Some	52	-2
Hardly any	19	-3
None at all	3	-4
Not sure	2	-5

A2. Do your parents or guardians ever take part in activities at your school, or not?

Yes	(16(61	-1
No	31	-2
Not sure	9	-3

A3. Do your parents or guardians know about the violence that takes place in or around your school, or not?

Yes	(17(58	-1
No	14	-2
Not sure	28	-3

A4. Do you live in a neighborhood that has a lot of crime, some crime, hardly any crime or none at all?

A lot	(18(5	-1
Some	16	-2
Hardly any	37	-3
None at all	37	-4
Not sure	6	-5

A5. On a regular school day, how much time do you spend watching television?

8 hours or more	(19(4	-1
6 - 7 hours	5	-2
4 - 5 hours	16	-3
2 - 3 hours	31	-4
Less than 2 hours	36	-5
Not sure	8	-6

A6. What <u>types</u> of television shows do you watch? (MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY)

Cartoons	(20(69	-1	Sports -- 5%
Crime or adventure shows	(21(51	-1	
Educational shows	(22(29	-1	
Game shows	(23(53	-1	
"Most wanted" or true story shows	(24(55	-1	
Movies	(25(83	-1	
Music videos	(26(59	-1	
Nature or wildlife programs	(27(36	-1	
Situation comedies	(28(67	-1	
Soap operas	(29(27	-1	
Talk shows	(30(38	-1	
The News	(31(48	-1	

Other kinds of shows:
(WRITE YOUR ANSWER BELOW)

<u>All others</u>	(32(7	-1
Not sure	(33(*	-1

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II. DEFINING THE PROBLEM

B. Basic Description

B1. In the past year, has the level of violence at your school increased, decreased, or stayed about the same?

Increased.....	(34(15	-1
Decreased.....	13	-2
Stayed about the same..	45	-3
Not sure.....	27	-4

B2. How often do you see violence in and around your school -- very often, sometimes, rarely or never?

Very often.....	(35(6	-1
Sometimes.....	31	-2
Rarely.....	44	-3
Never.....	15	-4
Not sure.....	4	-5

B3. How often do students you know talk about violence in and around your school -- very often, sometimes, rarely or never?

Very often.....	(36(20	-1
Sometimes.....	35	-2
Rarely.....	26	-3
Never.....	13	-4
Not sure.....	6	-5

B4. How worried are you about being physically attacked (hurt by someone else) in or around your school? Are you very worried, somewhat worried, not very worried, or not worried at all?

Very worried.....	(37(9	-1
Somewhat worried.....	13	-2
Not very worried.....	29	-3
Not very worried at all...	48	-4
Not sure.....	3	-5

B5. How safe do you feel when you are at school -- do you feel very safe, somewhat safe, not very safe, or not at all safe?

Very safe.....	(38(50	-1
Somewhat safe.....	40	-2
Not very safe.....	4	-3
Not at all safe.....	3	-4
Not sure.....	3	-5

B6a. In the past year, have the following things happened to you in your school, or not? Has a student at school... ("X" ONLY ONE ANSWER FOR EACH ITEM)?

		Yes	No	Not Sure
( )	1. Verbally insulted you	(39(60 -1	32 -2	8 -3
( )	2. Threatened you	(40(26 -1	67 -2	6 -3
( )	3. Pushed, shoved grabbed or slapped you	(41(43 -1	52 -2	4 -3
( )	4. Kicked, bitten or hit you with a fist	(42(24 -1	72 -2	3 -3
( )	5. Threatened you with a knife or gun	(43(4 -1	95 -2	1 -3
( )	6. Used a knife or fired a gun at you	(44(2 -1	97 -2	1 -3
( )	7. Stolen something from you	(45(43 -1	51 -2	6 -3
	8. Other (SPECIFY): _____	(46(2 -1	96 -2	2 -3

B6b. Do you feel that in your school these types of violence are a major problem, minor problem or not a problem? ("X" ONLY ONE ANSWER FOR EACH ITEM)

	Major Problem	Minor Problem	Not a Problem	Not Sure
1. Verbal insults	(47(34 -1	45 -2	14 -3	7 -4
2. Threats to students	(48(23 -1	39 -2	28 -3	9 -4
3. Threats a teachers	(49(15 -1	21 -2	51 -3	13 -4
4. Pushing, shoving grabbing or slapping someone else	(50(33 -1	45 -2	16 -3	6 -4
5. Kicking, biting or hitting someone with a fist	(51(27 -1	42 -2	24 -3	6 -4
6. Threatening someone with a knife or gun	(52(20 -1	11 -2	60 -3	9 -4
7. Using knives or firing guns	(53(19 -1	9 -2	65 -3	7 -4
8. Stealing	(54(38 -1	37 -2	15 -3	9 -4

B7. Where do most acts of violence in or around your school happen -- in the school building, on the school grounds, or in the school neighborhood? (MARK ONE ANSWER ONLY)

In the school building.....(55(8 -1
On the school grounds.....27 -2
In the school neighborhood.....15 -3
They happen everywhere.....21 -4
In none of these areas.....10 -5
Not sure.....19 -6

B8. When acts of violence happen in the school building where do most of them occur? (MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY)

Classrooms.....(56(24 -1
Hallways or staircases.....(57(55 -1
Girls bathrooms.....(58(16 -1
Boys bathrooms.....(59(24 -1
The gym.....(60(26 -1
Lunch room or cafeteria.....(61(32 -1
Library.....(62(7 -1
Locker rooms.....(63(27 -1
Somewhere else
(WRITE YOUR ANSWER BELOW):

All other (places)_____(64(12 -1
Violence never happens inside.(65(10 -1
Not sure.....(66(13 -1

C. The Players

The following questions are about why violence happens in your school.

C1. In your school, how often do students commit acts of violence because of the following reasons -- very often, sometimes, rarely or never? ("X" ONLY ONE ANSWER FOR EACH ITEM)

	Very Often	Some-times	Rarely	Never	Not Sure
1. Because many students carry weapons	(67(3 -1	8 -2	26 -3	50 -4	13 -5
2. Because it makes them feel important	(68(16 -1	31 -2	17 -3	18 -4	17 -5
3. Because it impresses their friends	(69(28 -1	29 -2	16 -3	16 -4	11 -5
4. Because they are provoked by others	(70(32 -1	31 -2	16 -3	13 -4	9 -5
5. Because they want to hurt someone else	(71(15 -1	28 -2	25 -3	20 -4	12 -5
6. Because they want another person's private things (like a jacket or sneakers)	(72(8 -1	17 -2	28 -3	33 -4	13 -5
7. Because of prejudice, or hate of a group of students	(73(16 -1	26 -2	23 -3	23 -4	13 -5
8. Because of their use of drugs or the sale of drugs	(74(5 -1	11 -2	19 -3	47 -4	19 -5
9. Because of jealousy over a boyfriend or girlfriend	(75(19 -1	27 -2	24 -3	19 -4	12 -5
10. Because they have to in order to belong a gang	(76(10 -1	13 -2	18 -3	40 -4	19 -5

77-80Z

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C2. Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in your school? ("X" ONLY ONE ANSWER FOR EACH ITEM)

	Major Factor	Minor Factor	Not a Factor	Not Sure
1. The student's racial or ethnic background . . . . 2*(08(	19 -1	36 -2	38 -3	7 -4
2. The student's achievement level . . . . . (09(	12 -1	35 -2	41 -3	12 -4
3. Boredom or a lack of motivation to learn . . . . . (10(	18 -1	37 -2	34 -3	11 -4
4. Poverty . . . . . (11(	11 -1	32 -2	39 -3	18 -4
5. Gang or group membership, or peer group pressure . (12(	34 -1	36 -2	20 -3	10 -4
6. Involvement with drugs, or alcohol . . . . . (13(	23 -1	34 -2	29 -3	14 -4
7. Lack of parental supervision at home . . . . . (14(	36 -1	35 -2	16 -3	13 -4
8. Lack of family involvement with the school . . . . (15(	16 -1	32 -2	32 -3	20 -4
9. Exposure to violence in the mass media . . . . . (16(	21 -1	34 -2	29 -3	16 -4
10. Overcrowding or a lack of supervision in school . . (17(	20 -1	29 -2	38 -3	12 -4

C3. Are certain groups of students in school more likely to be <u>victims</u> of violence, or not? If there are any groups mark them below. (MARK AN "X" NEXT TO ALL GROUPS THAT ARE MORE LIKELY TO BE VICTIMS)

Boys.....(18(42 -1
Girls.....(19(34 -1
"Nerds" or "Weaklings".....(20(65 -1
Troublemakers.....(21(48 -1
Shy students.....(22(28 -1
Gay/lesbian students.....(23(30 -1
Students with low self esteem.....(24(34 -1
Students with physical disabilities.....(25(31 -1
Students from racial or ethnic minorities.....(26(35 -1
Students from religious minorities.....(27(21 -1
Students born outside the United States.....(28(25 -1
Students from low income families.....(29(34 -1
Younger students.....(30(51 -1
Over achievers or students with good grades.....(31(29 -1
Under achievers, low achievers or students with bad grades.....(32(23 -1
Some other type of student (WRITE ANSWER BELOW):

<u>All others</u>
No groups or types of students.....(33(5 -1
Not sure.....(34(5 -1
.....(35(5 -1

C4. Are there particular types of teachers who are more likely to be victims or violence? (MARK AN "X" NEXT TO ALL GROUPS THAT ARE MORE LIKELY TO BE VICTIMS)

Men.....(36(17 -1
Women.....(37(38 -1
Younger or less experienced teachers.....(38(44 -1
Older teachers.....(39(30 -1
Gay/Lesbian teachers.....(40(47 -1
Teachers with disabilities.....(41(19 -1
Teachers from racial or ethnic minorities.(42(20 -1
Teachers from religious minorities.....(43(10 -1
Teachers born outside the United States...(44(12 -1
Strict teachers.....(45(57 -1
Other (SPECIFY):

<u>All others</u>
Not sure.....(46(7 -1
.....(47(19 -1

C5. When acts of violence happen at your school, do students who are nearby generally try to stop what is happening, do they offer encouragement to those who are fighting, or do they watch without doing anything?

Try to stop what is happening.....(48(16 -1
Offer encouragement.....28 -2
Watch without doing anything.....35 -3
Not sure.....21 -4

C6. When acts of violence happen at your school, do teachers report all, some or only a few of incidents to the proper authorities?

All.....(49(44 -1
Some.....23 -2
Only a few.....9 -3
Not sure.....24 -4

C7. Have you ever been the victim of a violent act, that occurred in our around school, or not?

Yes.....(50(23 -1 (IF YOU MARKED THIS ITEM ANSWER Q.C8)

No.....70 -2
Not sure.....7 -3 } (IF YOU MARKED THESE ITEMS GO TO Q.C9)

C8. Did you report this to school officials or the police, or not?

Yes.....(51(36 -1
No.....45 -2
A school official or police officer was there when it happened.....14 -3
Not sure.....5 -4

C9. Have you ever done any of the following things, in or around school, or not? ("X" ONLY ONE ANSWER FOR EACH ITEM)

	Yes	No	Not Sure
1. Verbally insulted someone	(52(50-1	45-2	6 -3
2. Threatened another student	(53(23-1	73-2	4 -3
3. Threatened a teacher	(54(5 -1	94-2	1 -3
4. Pushed, shoved grabbed or slapped someone else	(55(42-1	55-2	3 -3
5. Kicked, bitten or hit someone with a fist	(56(26-1	72-2	2 -3
6. Threatened someone with a knife or gun	(57(3 -1	96-2	1 -3
7. Used a knife or fired a gun	(58(1 -1	98-2	1 -3
8. Stolen something from someone	(59(14-1	83-2	3 -3

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D. Weapons

D1. What percentage of students at your school regularly carry weapons such as handguns or knives to school?

7-12 Grade Students

1-10% -- 15%
11-25% -- 5%
26-50% -- 6%
51-75% -- 2%
More than 75% -- 1%

Mean
/___/_1_/_3_/ %
(60-62)

None.....(63(_21_-1
Not sure....._51_-2

3-6 Grade Students

How many students...?*
Most -- 2%
Some -- 2%
Only a few -- 13%
None -- 63%
Not sure -- 20%

64Z

D2. What types of weapons do they tend to carry? (MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY)

Pen knife.....(65(_44_-1
Mace.....(66(_21_-1
Razors.....(67(_20_-1
Scissors.....(68(_20_-1
Switchblades.....(69(_27_-1
Whistle.....(70(_10_-1
Handgun.....(71(_21_-1
Automatic Weapon.....(72(_8_-1
Shot gun.....(73(_10_-1
Knife.....(74(_47_-1
Some other kind of weapon
(WRITE IN YOUR ANSWER BELOW):

All others_____...(75(_8_-1
Not sure.....(76(_26_-1

77-80Z

D3. Why do you think students carry weapons with them to school? (MARK AN "X" NEXT TO ALL THE ITEMS THAT APPLY)

For protection/self-defense/fear going to and from school.....3*(08(_49_-1
For protection/self-defense/fear in school.....(09(_36_-1
For self esteem/To feel powerful/important.....(10(_56_-1
Because friends carry weapons.....(11(_35_-1
To impress friends/be accepted by peers.(12(_60_-1
Because they want to hurt someone.....(13(_31_-1
For another reason
(WRITE YOUR ANSWER BELOW):

All others_____...(14(_2_-1
Not sure.....(15(_12_-1

16-19Z

D4. Have you ever carried a weapon to school, or not?

Yes.....(20(_13_-1
No....._86_-2
Not sure....._1_-3

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*Question D1 was asked of students in grades 3 to 6 with the choices most, some, only a few, and none.

III. DEFINING THE IMPACT

E1. How does violence and the threat of violence affect you? Does it make you... ("X" ONLY ONE ANSWER FOR EACH ITEM)

	Yes	No	Not Sure
1. Less eager to go to school every day	(21(22 -1	69 -2	9 -3
2. Stay home from school or cut class	(22(12 -1	81 -2	7 -3
3. Less eager to talk in class	(23(16 -1	76 -2	8 -3
4. Less inclined to pay attention to learning in school	(24(11 -1	81 -2	8 -3
5. Want to change schools or think about changing schools	(25(22 -1	70 -2	8 -3
6. Feel angry	(26(42 -1	48 -2	9 -3

E2. Do you think problems with violence at your school lessen the quality of education you get, or not?

Yes.....(27(25 -1
No.....50 -2
Not sure.....24 -3

E3. Do you think that, in your school, the amount of effort spent on addressing violence is more than adequate, adequate, or less than adequate?

More than adequate.....(28(15 -1
Adequate.....41 -2
Less than adequate.....26 -3
Not sure.....17 -4

G. Steps Taken and Security Measures

G1. What kinds of steps has your school taken to stop or reduce the violence in or around your school? (MARK AN "X" NEXT TO ANSWERS THAT APPLY)

Held meetings for your class or the entire school....(29(37 -1
Had visitors talk to classes about crime and violence(30(40 -1
Provided a hotline for students to call.....(31(13 -1
Provided counselling for students or their families..(32(45 -1
Conducted classes on how to talk about problems, rather than fight.....(33(24 -1
Started safety or anti-violence programs.....(34(14 -1
Started a disciplinary code.....(35(50 -1
Instituted a dress code or banned certain types of clothing.....(36(63 -1
Placed monitors in the hallways.....(37(29 -1
Hired security guards or police in or around the school.....(38(28 -1
Used hand held metal detectors.....(39(5 -1
Made students walk through metal detectors.....(40(2 -1
Made random checks of bookbags, backpacks or lockers.(41(31 -1
Suspended or expelled students when they were violent(42(81 -1

None of these things.....(43(2 -1 } (IF YOU MARK THIS ANSWER GO TO Q.G3)

Not sure.....(44(3 -1

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G2. Do you think these steps have helped a lot, somewhat, not much, or not at all?

A lot.....(45(15 -1
Some..... 51 -2
Hardly any..... 20 -3
None at all..... 10 -4
Not sure..... 4 -5

G3. Would you say that police or security guards in your school are very visible, somewhat visible, not very visible, or not at all visible?

Very visible.....(46(9 -1
Somewhat visible..... 12 -2
Not very visible..... 6 -3
Not at all visible..... 9 -4
Not sure..... 5 -5

There are no police or Guards in school... 59 -6 (IF YOU MARKED THIS ANSWER GO TO Q.F1)

G4. Do you think that the police or security coverage in your school is adequate, or not?

Yes.....(47(40 -1
No..... 37 -2
Not sure..... 24 -3

F. FACTUALS

F1. Are you ....

Male .....(48(51 -1
Female..... 49 -2

F2. Are you of Hispanic origin or descent (such as Spanish or Latin American), or not?

Yes.....(49(10 -1
No..... 84 -2
Not sure..... 7 -3

F2a. Do you, or does anyone in your family (like a parent,aunt, uncle or grandparent) speak Spanish at home, or not?

Yes.....(50(15 -1
No..... 82 -2
Not sure..... 3 -3

F2b. Do you speak any other languages at home (other than English or Spanish), or not?

Yes.....(51(14 -1
No..... 84 -2
Not sure..... 1 -3

F3. What is your race or ethnic background? ("X" ONE ANSWER ONLY)

White.....(52(72 -1
Black..... 10 -2
African-American..... 6 -3
Asian or pacific islander..... 3 -4
Native American or Alaskan native... 1 -5
Some other race..... 6 -6
Not sure..... 2 -7

F4. Were you born in the United States, or were you born elsewhere?

United States....(53(	93	-1
Elsewhere.....	6	-2
Not sure.....	1	-3

F5. Whom do you live with?... ("X" ONE ANSWER ONLY)

Both your mother and father.....(54(	65	-1
Your mother and a stepfather.....	9	-2
Your father and a stepmother.....	3	-3
Your mother only.....	12	-4
Your father only.....	2	-5
Your mother some of the time, your father some of the time.....	5	-6
One of your parents and his or her companion..	1	-7
Grandparents, aunts, uncles, etc.....	3	-8

F6. What grades to you usually get? ("X" ONE ANSWER ONLY)

Mostly A's.....(55(	20	-1
Mostly A's and B's.....	44	-2
Mostly B's.....	8	-3
Mostly B's and C's.....	15	-4
Mostly C's.....	3	-5
Mostly C's and D's.....	5	-6
Mostly D's and F's.....	1	-7
Not sure.....	4	-8

F6a. Have you ever been suspended or expelled from school, or not?

Yes.....(56(	15	-1
No.....	84	-2
Not sure.....	1	-3

That completes the interview. Thank you very much for your cooperation!

Time Ended: _____A.M/P.M.

SAMPLE POINT

/ / / / / / / / / / /
(57-66)

67-80Z

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

/ FOR OFFICE USE ONLY:
/
/ Questionnaire No.:_____
/
/_____(1-5)___

Study No. 9320161 -- Law Enforcement
1*(08-14)
September 21, 1993

Sample Point No._____
3*(24-30)

Time Started:_____A.M./P.M.

Interviewer:_____ Date:_____

Area Code:_____ Telephone No.:_____
3*(09-11) 3*(12-18)

Hello, I'm _____ from Louis Harris and Associates, the national survey research firm in New York. We are conducting a national survey among law enforcement officials to learn about their experiences with and opinions on violence in public schools, and would like to ask you a few questions.

Continue.1*(15(____-1

INTERVIEWER: READ, IF NECESSARY

The sponsor of this study is Metropolitan Life Insurance Company. MetLife and Louis Harris and Associates have conducted annual surveys of school teachers for the past nine years. The highly publicized series of survey reports, called THE AMERICAN TEACHER, have tracked changes in teachers' opinions and needs, and have provided valuable information for both policy makers and the general public.

This year's reports will include a survey with law enforcement officials, as well as a survey of teachers and students.

I. DEFINING THE PROBLEM
II. DEFINING THE IMPACT
III. EXAMINING THE SOLUTIONS

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I. DEFINING THE PROBLEM

A. Basic Description

A1. In the past year, has the level of violence in local public schools increased, decreased, or stayed about the same?

Increased	(16(44	-1
Decreased	8	-2
Stayed about the same	48	-3
Not sure	-	-4

A2. In your area, how often are (READ EACH ITEM) confronted with violence in and around the public schools -- very often, sometimes, rarely or never?

ROTATE --START AT 'X'	Very Often	Sometimes	Rarely	Never	Not Sure
( ) 1. Teachers	(17(7 -1	52 -2	33 -3	2 -4	6 -5
( ) 2. Students	(18(27 -1	55 -2	16 -3	1 -4	1 -5
( ) 3. School administrators	(19(9 -1	37 -2	47 -3	4 -4	3 -5
( ) 4. Law enforcement officers	(20(19 -1	42 -2	33 -3	5 -4	1 -5

A3. Do you feel that in the local public schools these types of violence are a major problem, a minor problem, or not a problem? (IF HESITANT: To the best of your knowledge what would you say?)

DO NOT ROTATE	Major Problem	Minor Problem	Not A Problem	Not Sure
1. Threats to students	(21(42 -1	53 -2	2 -3	3 -4
2. Threats to teachers	(22(19 -1	69 -2	11 -3	1 -4
3. Kicking, biting, or hitting somone with a fist	(23(40 -1	54 -2	5 -3	1 -4
4. Threatening someone with a knife or gun	(24(28 -1	53 -2	17 -3	2 -4
5. Using knives or firing guns	(25(25 -1	47 -2	27 -3	1 -4
6. Stealing	(26(42 -1	54 -2	1 -3	3 -4.

A4. Where do most acts of violence in or around local public schools occur -- in the school building, on the school grounds, or in the school neighborhood?

In the school building	(27(4	-1
On the school grounds	40	-2
In the school neighborhood	51	-3
All are equal (vol)	5	-4
In none of these areas (vol)	-	-5
Not sure	-	-6

A5. How often are students involved in acts of violence that take place in or around the public schools -- very often, sometimes, rarely or never ?

Very Often	(28(25	-1
Sometimes	52	-2
Rarely	20	-3
Never	2	-4
Not Sure	1	-5

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B. Players

Now I want to ask you about why violence occurs in local schools.

B1. Do you think each of the following is a major factor, a minor factor, or not a factor contributing to the violence in the local public schools. (READ EACH ITEM) -- is that a major factor, minor factor or not a factor?

ROTATE START AT 'X'	Major Factor	Minor Factor	Not a Factor	Not Sure
( ) 1. The student's racial or ethnic background	(29(20 -1	58 -2	20 -3	2 -4
( ) 2. The student's achievement level	(30(29 -1	53 -2	11 -3	7 -4
( ) 3. Boredom or lack of motivation to learn	(31(51 -1	38 -2	4 -3	7 -4
( ) 4. Poverty	(32(35 -1	49 -2	11 -3	5 -4
( ) 5. Gang or group membership, or peer group pressure	(33(59 -1	33 -2	8 -3	- -4
( ) 6. Involvement with drugs, or alcohol	(34(48 -1	49 -2	3 -3	- -4
( ) 7. Lack of parental supervision at home	(35(90 -1	10 -2	- -3	- -4
( ) 8. Lack of family involvement with the school	(36(83 -1	16 -2	- -3	1 -4
( ) 9. Exposure to violence in the mass media	(37(60 -1	35 -2	3 -3	2 -4
( )10.Overcrowding or a lack of supervision in school . .	(38(24 -1	51 -2	24 -3	1 -4

B2. What percentage of students in local public schools do you think experience violence, at home or in their neighborhood, on a regular basis? IF HESITANT: Your best estimate will do.

None -- -
1-10% -- 32%
11-25% -- 25%
26-50% -- 31%
51-75% -- 7%
More than 75% -- 3%

Mean
/ ___ / 2 / 7 / %
(39-41)

Not sure.....(39(2 -y

B3. Are there particular groups of students who are more likely to be victims of violence, or not?

Yes.....(42(60 -1 (ASK Q.B4)

No.....35 -2 | (SKIP TO Q.B5a)
Not sure.....5 -3 |

B4. Which groups are more likely to be victims?
DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Boys	(43(2 -1	Gang members/Violent
Girls	3 -2	students -- 8%
"Nerds" or "Weaklings"	17 -3	
Troublemakers	8 -4	Children without parental
Shy students	5 -5	supervision/guidance -- 3%
Gay/lesbian students	- -6	
Students with low self esteem	5 -7	Children of abusive
Students with physical disabilities	3 -8	parents -- 3%
Students from racial or ethnic minorities	30 -9	
Students from religious minorities	(44(3 -0	
Students born outside the United States	2 -1	
Students from low income families	17 -2	
Younger students	5 -3	
Over achievers	2 -4	
Under achievers, low achievers	- -5	
Some other type of student (WRITE ANSWER BELOW):		
All others	13 -6	
Not sure	5 -7	

B5a. Are there particular types of teachers who are more likely to be victims of violence?

Yes.....(45(_23_-1 (ASK Q.B5b)

No.....70 -2 (SKIP TO Q.B6a)
Not sure.....7 -3

B5b. Which groups are more likely to be victims?
DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Men.....(46(_-_-1
Women.....35 -2
Younger or less experienced teachers.....22 -3
Older teachers.....4 -4
Gay/Lesbian teachers.....- -5
Teachers with disabilities.....- -6
Teachers from racial or ethnic minorities.....4 -7
Teachers from religious minorities.....- -8
Teachers born outside the United States.....- -9
Strict teachers.....(47(_22_-0
Others (SPECIFY):

All others _____....13 -1
Not sure.....- -2

Teachers with no control over classroom/who can't discipline -- 9%

Timid/weak/shy/passive teachers -- 4%

Teachers who work with learning disabled/special education -- 4%

ASK EVERYONE
B6. When acts of violence occur in the local public schools do you think that teachers who are nearby report all, some or only few of those incidents to the proper authorities?

All.....(48(_28_-1
Some.....47 -2
Only a few.....24 -3
Not Sure.....1 -4

C. Weapons
C1. In your area, what percentage of students regularly carry weapons such as handguns or knives to school?

1-10% -- 68%
11-25% -- 7%
26-50% -- 4%
51-75% -- 3%
More than 75% -- -

Mean
/___/___/_8_/ %
(49-51)

(ASK Q.C2)

None.....(49-51)_8_-000 (SKIP TO Q.C4)

Not sure...(49(_10_-y (ASK Q.C2)

C2. What types of weapons do they tend to carry?
DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

Pen Knives.....(52(_2_-1
Mace.....1 -2
Razors.....- -3
Scissors.....- -4
Switchblades.....1 -5
Whistles.....- -6
Handguns.....41 -7
Automatic Weapons.....- -8
Shot guns.....- -9
Knives.....(53(_93_-0

Clubs/sticks -- 7%

Other (SPECIFY):

All others _____...3 -1
Not sure.....- -2

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C3. Why do you think students carry weapons with them to school?
DO NOT READ LIST -- MULTIPLE RECORD IF NECESSARY

For protection/self-defense/fear going to and from school	(54(68	-1
For protection/self-defense/fear in school	67	-2
For self esteem/to feel powerful/Important	29	-3
Because friends carry weapons	8	-4
To impress friends/be accepted by peers	25	-5
Because they want to hurt someone	14	-6
Other (SPECIFY):		
All others _____	5	-7
Not sure	3	-8

ASK EVERYONE
C4. How many teachers do you think carry something with them for protection when they are in school -- many, some, only a few, or none?

Many	(55(2	-1
Some	8	-2
Only a few	35	-3
None	48	-4
Not Sure	7	-5

II. TAKING STEPS
D1. Do you think that the amount of effort that local public schools spend addressing violence is more than adequate, adequate, or less than adequate?

More than adequate	(56(13	-1
Adequate	41	-2
Less than adequate	45	-3
Not Sure	1	-4

D2. What kinds of steps have the local public schools taken to stop or reduce acts of violence? Have they (READ EACH ITEM), or not?

ROTATE -- START AT 'X'		Yes	No	Not Sure
( ) 1.	Had visitors, such as law enforcement officers, talk to classes about crime and violence	(57(99 -1	1 -2	- -3
( ) 2.	Provided a hotline for students to call	(58(25 -1	61 -2	14 -3
( ) 3.	Instituted a dress code or banned certain types of clothing	(59(68 -1	27 -2	5 -3
( ) 4.	Placed monitors in the hallways	(60(63 -1	25 -2	12 -3
( ) 5.	Hired security guards in or around the school	(61(59 -1	39 -2	2 -3
( ) 6.	Stationed police officers in or around the school	(62(51 -1	47 -2	2 -3
( ) 7.	Used hand held metal detectors	(63(24 -1	74 -2	2 -3
( ) 8.	Made students walk through metal detectors	(64(12 -1	85 -2	3 -3
( ) 9.	Made random checks of bookbags, backpacks or lockers	(65(52 -1	38 -2	10 -3

IF NO OR NOT SURE TO ALL ITEMS IN Q.D2 SKIP TO Q.D3c -- ALL OTHERS ASK Q.D3
D3. How much do you think these steps have helped to reduce violence in the schools -- a great deal, somewhat, not much, or not at all?

A great deal	(66(41	-1
Somewhat	40	-2
Not much	14	-3
Not at all	4	-4
Not Sure	1	-5

ASK Q.D3a IF YES TO Q.D.2 ITEM 5 OR 6 -- ALL OTHERS SKIP TO D3c

D3a. How visible are the police or security guards in or around the local schools -- very visible, somewhat visible, not very visible or not at all visible?

Very visible	(67(69	-1
Somewhat visible	26	-2
Not very visible	4	-3
Not at all visible	-	-4
Not Sure	1	-5

D3b. Do you think that the police or security coverage in local schools is adequate, or not?

Yes	(68(57	-1
No	43	-2 (SKIP TO Q.D4)
Not Sure	-	-3

ASK D3c IF NO OR NOT SURE IN Q.D2 ITEMS 5 AND 6

D3c. Do think that placing security guards or police in and around schools would help reduce violence in the schools, or not?

Yes	(69(53	-1
No	43	-2
Not Sure	3	-3

ASK EVERYONE

D4. (Beyond any regular presence) During the school year, how often is your organization called in to the local schools because of acts of violence in or around the schools -- would you say very often, sometimes, rarely or never?

Very often	(70(23	-1
Sometimes	45	-2
Rarely	29	-3
Never	1	-4
Not Sure	2	-5

D5. How often do these calls result in an investigation or an arrest -- very often, sometimes, rarely or never?

Very often	(71(41	-1
Sometimes	39	-2
Rarely	16	-3
Never	1	-4
Not Sure	3	-5

72-80Z

F. FACTUALS

Now I have a few factual question to help classify your answers.

F1. Altogether, how many years have you worked in law enforcement?

Mean

/_2_/_0_/ Years

2* (08-09)

Not sure....(08(_-_-y

Less than 5 years -- 2%
5-9 years -- 7%
10-14 years -- 8%
15-19 years -- 25%
20-25 years -- 33%
More than 25 years -- 25%

F2. Do you consider yourself to be of Hispanic origin or descent, or not?

Yes.....(10(_4_-1
No.....96_-2
Not Sure...._-_-3

11Z

F3. Do you consider yourself white, black, or African-American, Asian, Native American or some other race?

White.....(12(_86_-1
Black.....5_-2
African-American.....5_-3
Asian or pacific islander.....1_-4
Native American or Alaskan native...3_-5
Some other race.....-_-6
Not sure.....-_-7

F4. Do you have any children of school age (that is 5 to 18 years old), or not?

Yes.....(13(_57_-1 ASK Q. F5

No.....43_-2 (THANK AND END)
Not Sure....-_-3

F5. Do any of your children attend public school, or not ?

Yes.....(14(_91_-1
No.....9_-2
Not Sure....-_-3

That completes the interview. Thank you for your cooperation!!

Time Ended:_____A.M./P.M.

FROM OBSERVATION: Respondent Gender

Male....(15(_99_-1
Female.....1_-2

16-80Z

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For More Information

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